

***UNDERGRADUATE CURRICULUM COMMITTEE
WESTERN KENTUCKY UNIVERSITY***

REPORT TO THE UNIVERSITY SENATE:

DATE: **October 2009**
FROM: **Beth Plummer, Chair**
 Julie Shadoan, Vice-Chair

The Undergraduate Curriculum Committee submits the following items from the September 24, 2009, meeting for approval by the University Senate:

Information Item: (page 3)

1. OCSE: AGEC 377, Survey of Futures and Options Markets
2. PCAL: ENGL 480, The White Man's Burden

Consent Agenda: (page 5)

1. CHHS: DH 213, Externship in Dental Hygiene
 PH443, Health Problems of the Aged
2. OSCE: EE 210, Circuits and Networks I
3. PCAL: COMM 148, Interpersonal Communication
 COMM 341, Introduction to Communication Theories
 COMM 369, Cooperative Education in Speech Communication
 COMM 443, Persuasion in Contemporary Society
 COMM 461, Organizational Communication
 COMM 363, Interracial Communication
 COMM 460, Organizational Communication
 COMM 463, Intercultural Communication
 COMM 349, Group Decision Making
 COMM 474, Gender Communication
 COMM 488, Seminar in Political Communication

Action Agenda: (page 18)

1. CHHS: REF# 249, Interdisciplinary Early Childhood Education
 REF #548, Environmental Health Sciences
2. OCSE: EE 220, Introduction to Electronics
 EE 130, Our Electrical World
 REF #537, Electrical Engineering
 REF #475, Sustainability

3. PCAL:
- COMM 461, Organizational Communication
 - COMM 489, Cooperative Education in Communication
 - COMM 494, Capstone in Communication
 - ART 315, Northern Baroque Art
 - COMM 200, Communication Foundations
 - COMM 300, Introduction to Communication Research Methods
 - COMM 330, Leadership Communication
 - COMM 348, Interpersonal Communication
 - COMM 400, Special Topics in Communication
 - COMM 440, Health Communication
 - COMM 448, Advanced Interpersonal
 - COMM 450, Family Communication
 - COMM 462, Advanced Organizational Communication
 - COMM 470, Organizational Relationships
 - REF #480, Communication Studies Minor
 - REF #792, Communication Studies Major
 - Ref #522, Corporate and Organizational Communication

Proposal Date: August 10, 2009

**Ogden College of Science and Engineering
Department of Agriculture
Proposal to Create a Temporary Course
(Information Item)**

Contact Person: Nevil Speer, nevil.speer@wku.edu, 5959

1. Identification of proposed course

- 1.1 AGEC 377
- 1.2 Survey of Futures and Options Markets
- 1.3 Survey Futures Options Markets
- 1.4 Credit hours: 3
- 1.5 Schedule type: Lecture
- 1.6 Prerequisites/corequisites: AGEC 360 or permission of instructor
- 1.7 Course description: Introductory overview of futures and options markets including history, function, analysis, trends and strategies.

2. Rationale

- 2.1 Reason for offering this course on a temporary basis:
Summer, 2009 provided some important developments relative to long-term changes to regulatory oversight of futures markets by the Commodity Futures Trading Commission. This potentially will have significant impact on investment strategies and thus influence the behavior of commodity markets. In order to remain competitive within the job market, students should understand the dynamics of these markets and the impact of potential regulatory changes. We are seeking approval to create a temporary course because there is insufficient time available to respond to current events while accommodating the new-course approval process and registration for the Spring 2010 semester. Moreover, development of temporary course will provide an excellent opportunity to offer the course on a trial basis with objective to establish a permanent course.
- 2.2 Relationship of the proposed course to courses offered in other academic units:
No course specifically addressing futures markets is offered on campus.

3. Description of proposed course

- 3.1 Course content outline:
 - Review of supply and demand – influence upon markets
 - Introduction to futures markets (history, exchanges)
 - Forward vs. futures vs. spot markets
 - Trading basics and logistics (brokers, contracts, clearing house, margin)
 - Role of basis
 - Speculators vs. hedgers (non-commercial vs. commercial)

- Hedging strategies
- Market trends and analysis (fundamental vs. technical)
- Options markets (puts vs. calls)
- Multi-commodity trades (crush)

3.2 Tentative text(s)

Understanding Futures Markets, Robert Kolb and James Overdahl, Blackwell Publishing, c. 2006

4. Term of Implementation: Spring, 2010

5. Dates of review/approvals:

Department of Agriculture: August 15, 2009

OCSE Curriculum Committee September 3, 2009

Dean (Blaine Ferrell)

UCC Chair

September 24, 2009

Provost:

Attachment: Course Inventory Form

August 4, 2009

**College of Health and Human Services
Department of Allied Health
Proposal to Delete a Course
(Consent Item)**

Contact Person: Lynn Austin, lynn.austin@wku.edu, 5-3827

1. Identification of course:

- 1.1 DH 213
- 1.2 Externship in Dental Hygiene
- 1.3 3 Credit hours

2. Rationale for the course deletion:

After reflection on course content and skills of returning students, it was determined that students would be better served by attaining lab competency in the material covered in DH 210 and DH 226 and forego attainment of clinical competency (DH 213). Further, there are other areas of our curriculum that need to have an increase in course credit hours, deleting DH 213 will give us adequate hours to emphasize areas in need of strengthening. Additionally, with the loss of Area Health Education System (AHES) funds, this course has become a financial strain for many students.

3. Effect of course deletion on programs or other departments, if known: None

4. Proposed term for implementation: Spring 2010

5. Dates of prior committee approvals:

Allied Health Department: August 10, 2009

CHHS Curriculum Committee September 2, 2009

Undergraduate Curriculum Committee September 24, 2009

University Senate _____

Attachment: Course Inventory Form

Proposal Date: 4/13/2009

**College of Health and Human Services
Department of Public Health
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Gary English, gary.english@wku.edu, 745-2678

1. Identification of course:

- 1.1 Current course prefix and number: PH 443
- 1.2 Current course title: Health Problems of the Aged
- 1.3 Credit hours: 3

2. Proposed course title: Health and Aging

3. Proposed abbreviated course title: Health and Aging

4. **Rationale for the revision of course title:** Change focuses on promoting healthy aging and not just health maladies.

5. Proposed term for implementation: Spring 2010

6. Dates of prior committee approvals:

Department of Public Health:

April 16, 2009

CHHS Undergraduate Curriculum Committee

September 2, 2009

Undergraduate Curriculum Committee

September 24, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: 08/15/09

**College of Science and Engineering
Department of Engineering
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Mark Cambron, mark.cambron@wku.edu 745-8868

1. Identification of course

- 1.1 Course prefix (subject area) and number: EE 210
- 1.2 Title: Circuits and Networks I
- 1.3 Credit hours: 3.5

2. Current prerequisites:

Math 227

Current corequisites:

Physics 265

3. Proposed prerequisites:

Math 137

Proposed Corequisites:

Physics 265

4. Rationale for the revision of course prerequisites/corequisites: The math department has changed the number of the Calculus II class.

5. Effect on completion of major/minor sequence: No effect

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Department of Engineering

24 Aug 2009

Ogden College Curriculum Committee

03 Sept 2009

Undergraduate Curriculum Committee

September 24,
2009

University Senate

Attachment: Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts and Letters
Department of Communication
Proposal to Delete a Course
(Consent Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 148
- 1.2 Course title: Interpersonal Communication
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

COMM 148: Interpersonal Communication has served as a skills-based course within the Department of Communication. As a result, the only Interpersonal Communication course offering available to students has focused on interpersonal skills rather than introducing students to theory or more current research and understanding of the interpersonal communication process. The revised majors call for two interpersonal communication courses at the 300 and 400 level focusing on theory and research related to interpersonal communication. While there are important interpersonal skills to be learned, students will benefit greatly from learning about theories of interpersonal communication and relevant research giving them a broader understanding of the interpersonal communication process. Students will continue to learn basic interpersonal skills through other lower level communication courses such as COMM 145: Fundamentals of Public Speaking and Communication and COMM 161: Business and Professional Communication.

3. Effect of course deletion on programs or other departments, if known: None.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Communication Department:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Delete a Course
(Consent Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 341
- 1.2 Course title: Introduction to Communication Theories
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

COMM 341: Introduction to Communication Theories will be replaced by COMM 200: Communication Foundations in the revised curriculum. In its current conception, majors have taken COMM 341 as one of their last courses when it should be one of their first, setting a foundation for understanding communication which can be built upon in other courses. Communication Foundations will serve as an introductory course for our majors. This foundational course will introduce students to the discipline as well as familiarize students with theory (how to evaluate theories, cover some of the more basic and practical theories etc.). More advanced theories will be infused throughout the curriculum. This introductory course will reduce overlap and better prepare students as they matriculate their way into more advanced courses within both majors. Communication 341: Communication Theory needs to be deleted due to overlap.

3. Effect of course deletion on programs or other departments, if known: None.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Communication Department:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts and Letters
Department of Communication
Proposal to Delete a Course
(Consent Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 369
- 1.2 Course title: Cooperative Education in Speech Communication
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

COMM 369: Cooperative Education in Speech Communication served as an additional internship offering for majors in the department along with COMM 489: Cooperative Education in Communication; however, the two different internship offerings have caused confusion for both students and faculty. Deleting COMM 369 will allow the department to have one distinct internship offering which students can enroll in for up to 6 credits.

3. Effect of course deletion on programs or other departments, if known: None.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Communication Department:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Delete a Course
(Consent Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 443
- 1.2 Course title: Persuasion in Contemporary Society
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

COMM 443: Persuasion in Contemporary Society has not been offered within the department for a number of years. Communication faculty could not distinguish any differences between COMM 443 and COMM 346: Persuasion, which has been and will continue to be offered each semester.

3. Effect of course deletion on programs or other departments, if known: None.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Communication Department:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts and Letters
Department of Communication
Proposal to Delete a Course
(Consent Item)**

Contact Person: Holly Payne, holly.payne@wku.edu, 745-5876

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 461
- 1.2 Course title: Organizational Communication
- 1.3 Credit hours: 3

2. Rationale for the course deletion:

COMM 461 is being converted to a COMM 362 and a new 400-level advanced course (COMM 462) is being proposed for the major. The 300-level course will provide an overview of basic approaches and theories of organizational communication while the 400-level course will cover additional theories, current research, and allow students more opportunities for in-depth analysis.

3. Effect of course deletion on programs or other departments, if known: There is no known effect of deleting this course. The new 300/400 organizational communication pairing should allow students more upper division course options.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Communication	_____ May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts and Letters
Department of Communication
Proposal to Suspend a Course
(Consent Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 363
- 1.2 Course title: Interracial Communication
- 1.3 Credit hours: 3

2. Rationale for the course suspension:

COMM 363: Interracial Communication has not been offered within the department for a number of years. COMM 263 Foundations of Communication and Culture COMM 463: Intercultural Communication which will continue to be offered each semester will meet university and departmental objectives related to culture and diversity.

3. Effect of course suspension on programs or other departments, if known: None.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Communication Department:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: September 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Revise Course Prerequisites/Corequisites
(Consent Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

- 1. Identification of course:**
 - 1.1 Course prefix (subject area) and number(s): COMM 460, COMM 463
 - 1.2 Course title: Organizational Interviewing, Intercultural Communication
 - 1.3 Credit hours: 3
- 2. Current prerequisites/corequisites:** None
- 3. Proposed prerequisites:** COMM 200: Communication Foundations or instructor permission.
Proposed prerequisite or corequisite: COMM 300: Introduction to Research Methods or instructor permission.
- 4. Rationale for the revision of prerequisites:** The prerequisite will help to ensure students are exposed to the foundations of the discipline prior to taking 400-level courses.
Rationale for the revision of corequisites: This corequisite will help to ensure students are exposed to research methods prior to taking 400-level courses. This will better prepare students to both analyze research articles and even conduct student research.
- 5. Effect on completion of major/minor sequence:** Taking COMM 200 and 300 prior to 400-level courses will better prepare students to take upper division courses, increasing their chances of completing their major successfully.
- 6. Proposed term for implementation:** Fall 2010
- 7. Dates of prior committee approvals:**

Communication Department/Division:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	

Attachment: Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Revise Course Title
(Consent Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

- 1. Identification of course:**
 - 1.1 Current course prefix (subject area) and number: COMM 349
 - 1.2 Current course title: Group Decision Making
 - 1.3 Credit hours: 3
- 2. Proposed course title:** Small Group Communication
- 3. Proposed abbreviated course title:** Small Group Comm
- 4. Rationale for the revision of course title:** The new title, Small Group Communication, better reflects the focus of the course (decision-making represents only one element). The new title is also consistent with the title typically used within the discipline.
- 5. Proposed term for implementation:** Fall 2010
- 6. Dates of prior committee approvals:**

Communication Department	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	

Attachment: Course Inventory Form

Proposal Date: September 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Jenifer Lewis, jenifer.lewis@wku.edu, 5-6578;
Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 474
- 1.2 Title: Gender Communication
- 1.3 Credit hours: 3

2. Proposed course number: 374

3. Rationale for the revision of course number:

The changes in the Department of Communication undergraduate curriculum have necessitated the course number revision for this course. Under the new curriculum structure, 400-level courses will be “advanced courses” which will typically have an introductory course (i.e., COMM 348: Interpersonal Communication & COMM 448 Advanced Interpersonal Communication). As such, courses currently at the 400-level, but that are without an introductory course must be changed to 300-level courses. Gender Communication falls into that category and, thus, needs to be revised to a 300-level course. The course is currently being taught as a 300-level course utilizing a textbook instead of journal readings as well as limited expectations for production of original research.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Communication Department/Division:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	

Attachment: Course Inventory Form

Proposal Date: September 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Revise Course Number
(Consent Item)**

Contact Person: Jenifer Lewis, jenifer.lewis@wku.edu, 5-6578

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 488
- 1.2 Title: Seminar in Political Communication
- 1.3 Credit hours: 3

2. Proposed course number: 388

3. Rationale for the revision of course number:

The changes in the Department of Communication undergraduate curriculum have necessitated the course number revision for this course. Under the new curriculum structure, 400-level courses will be “advanced courses” which will typically have an introductory course (i.e., COMM 348: Interpersonal Communication & COMM 448 Advanced Interpersonal Communication). As such, courses currently at the 400-level, but that are without an introductory course must be changed to 300-level courses. Political Communication falls into that category and, thus, needs to be revised to a 300-level course. The course is currently being taught as a 300-level course utilizing a textbook instead of journal readings as well as limited expectations for production of original research.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Communication Department/Division:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	_____

Attachment: Course Inventory Form

Proposal Date: March 18, 2009

**College of Health and Human Services
Department of Consumer and Family Sciences
Proposal to Revise A Program
(Action Item)**

Contact Person: Janet Fugate Janet.fugate@wku.edu 745-4613

- 1. Identification of program:**
 - 1.1 Current program reference number: 249
 - 1.2 Current program title: Interdisciplinary Early Childhood Education
- 2. Identification of the proposed program changes:** The Department of Consumer and Family Sciences is proposing a name change from Interdisciplinary Early Childhood Education to Early Childhood Education for this program.
- 3. Detailed program description:** The Interdisciplinary Early Childhood Education Associate program is a 67 hour program offered through the Department of Consumer and Family Sciences.
- 4. Rationale for the proposed program change:** Currently, the name of the Associate program is identical to the four-year program offered in the School of Teacher Education for teacher certification. Both programs were developed simultaneously, with the intent that students in the Associate program could matriculate to the four- year teacher education program or could graduate with a terminal degree. As the two programs have evolved and changes have been made, they have become independent programs, which for the most part are now serving different populations. The identical name for the two degrees has created considerable confusion among university personnel, students and advisors. Students often think they can complete the Associate program and receive teacher certification.

Annie Rooney French, Office of Early Childhood Education at the State Department of Education stated in an email that she “would encourage a name change to go back to ECE [Early Childhood Education]” The proposed name (Early Childhood Education) better describes the function of the Associate program: to prepare students to work in the education and care of young children in settings such as child care, Head Start, or as a preschool classroom assistant.

- 5. Proposed term for implementation and special provisions:** Fall 2010
- 6. Dates of prior committee approvals:**

Department of Consumer and Family Sciences: 4/6/09

CHHS Curriculum Committee

September 2, 2009

Undergraduate Curriculum Committee
University Senate

September 24, 2009

Attachment: Program Inventory Form

Proposal Date: April 9, 2009

**College of Health and Human Services
Department of Public Health
Proposal to Revise A Program
(Action Item)**

Contact Person: Ritchie Taylor, Ph.D., ritchie.taylor@wku.edu, 58579

1. Identification of program:

- 1.1 Current program reference number: 548
- 1.2 Current program title: Environmental Health Science
- 1.3 Credit hours: 79

2. Identification of the proposed program changes:

- Change the number of hours as required:
 - ENV 491 to 3.0-6.0 hours
 - ENV Electives to 6.0-9.0 hours
- Delete the following as required:
 - MATH 118 5.0 hours
- Add the following as required:
 - MATH 116 3.0 hours
 - MATH 117 or higher 3.0 hours
- Total hours in the major will change from 79 hours to 70 hours.

3. Detailed program description:

Current - Required Courses for EHS Major	New – Required Courses for EHS Major
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Course		Hours	Course		Hours
ENV 120	Intro to Occup. Safety & Health	3.0	ENV 120	Intro to Occup. Safety & Health	3.0
ENV 280	Intro to Environmental Science	3.0	ENV 280	Intro to Environmental Science	3.0
ENV 321	Fund. of Industrial Hygiene	3.0	ENV 321	Fund. of Industrial Hygiene	3.0
ENV 323	Fund of Industrial Hygiene Lab	1.0	ENV 323	Fund of Industrial Hygiene Lab	1.0
ENV 360	Air Pollution Control	3.0	ENV 360	Air Pollution Control	3.0
ENV 365	Air Pollution Control Lab	1.0	ENV 365	Air Pollution Control Lab	1.0
ENV 375	Intro to Water Resources	3.0	ENV 375	Intro to Water Resources	3.0
ENV 380	Principles Of Environ	3.0	ENV 380	Principles Of Environ	3.0
ENV 410	Toxicology	3.0	ENV 410	Toxicology	3.0
ENV 411	Water Treatment Processes	1.0	ENV 411	Water Treatment Processes	1.0
ENV 460	Water Treatment Processes Lab	3.0	ENV 460	Water Treatment Processes Lab	3.0
ENV 474	Environmental Management	3.0	ENV 474	Environmental Management	3.0

ENV 480	Environmental Risk Assessment	3.0	ENV 480	Environmental Risk Assessment	3.0
ENV 486	Hazardous & Solid Waste Mgmt	1.0	ENV 486	Hazardous & Solid Waste Mgmt	1.0
ENV 490	Senior Environmental Seminar	3.0	ENV 490	Senior Environmental Seminar	3.0
ENV 491	Food Safety	6.0	ENV 491	Food Safety	3-6
PH 383	Internship in Environ. Safety	3.0	PH 383	Internship in Environ. Safety	3.0
PH 384	Biostatistics in Health Sci	3.0	PH 384	Biostatistics in Health Sci	3.0
PH 385	Intro to Epidemiology	3.0	PH 385	Intro to Epidemiology	3.0
ENV	Environmental Health	12.0	ENV	Environmental Health	6-9
BIOL 207	Electives	3.0	BIOL 207	Electives	3.0
BIOL 208	General Microbiology	1.0	BIOL 208	General Microbiology	1.0
CHEM	General Microbiology Lab	3.0	CHEM	General Microbiology Lab	3.0
107	Fund. of Organic Chemistry	1.0	107	Fund. of Organic Chemistry	1.0
CHEM	Fund. of Organic Chemistry Lab	3.0	CHEM	Fund. of Organic Chemistry Lab	3.0
108	Technical Writing	3.0	108	Technical Writing	3.0
ENG 307	Intro to Physics & Biophysics	1.0	ENG 307	Intro to Physics & Biophysics	1.0
PHYS 231	Lab for Physics & Biophysics	79	PHYS 231	Lab for Physics & Biophysics	70
PHYS 232			PHYS 232		
Total			Total		

Current – Additional Required Courses for EHS Major			New – Additional Required Courses for EHS Major		
Course		Hours	Course		Hours
BIOL 131	Human Anatomy & Physiology	4.0	BIOL 131	Human Anatomy & Physiology	4.0
CHEM 105	Fund. of General Chemistry	3.0	CHEM 105	Fund. of General Chemistry	3.0
CHEM 106	Fund. of General Chemistry	1.0	CHEM 106	Fund. of General Chemistry	1.0
ECON 202	Lab	3.0	ECON 202	Lab	3.0
MATH 118	Principles of Economics (Micro)	5.0	MATH 116	Principles of Economics (Micro)	3.0
	College Algebra & Trig	3.0	MATH 117	(Micro)	3.0
PH 100	(Delete)	3.0	PH 100	College Algebra (add)	3.0
PSY 100	Personal Health	3.0	PSY 100	Trigonometry (add)	3.0
COMM	Intro to Psychology	25	COMM	Personal Health	3.0
145	Fund. of Public Speaking		145	Intro to Psychology	26
Total	Additional Hours	79	Total	Fund. of Public Speaking	
				Additional Hours	70
Total	Core Hours in the Major		Total	Core Hours in the Major	

4. **Rationale for the proposed program change:** This will reduce the number of electives required and streamline the program to 120 hours. The UCC academic policy has established 120 hours as the minimum number of hours for a baccalaureate degree. Accordingly, the Environmental Health Science program has required 12 hours of electives and a 6 hour internship. Evaluations indicate MATH 116 and MATH 117 are sufficient for this program. Therefore, the proposed program changes include reducing the ENV elective requirements from 12 hours to 6 hours, adding MATH 116 and 117 as

required courses, and reducing the ENV 491 internship requirement to 3 hours. These changes would result in a 120 hour degree program.

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

Department of Public Health: April 16, 2009

CHHS Undergraduate Curriculum Committee September 2, 2009

Undergraduate Curriculum Committee September 24, 2009

University Senate _____

Attachment: Program Inventory Form

Proposal Date:8/19/09

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Michael L. McIntyre, Michael.mcintyre1@wku.edu, 745-5877

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: EE 220
- 1.2 Course title: Introduction to Electronics
- 1.3 Credit hours: 4.0

2. Revise course title:

- 2.1 Current course title: Introduction to Electronics
- 2.2 Proposed course title: Electronics
- 2.3 Proposed abbreviated title: Electronics
- 2.4 Rationale for revision of course title: The course content does not fit with the title of “introduction.” Within our program the title of “Electronics” is felt to be more fitting.

3. Revise course number:

- 3.1 Current course number: 220
- 3.2 Proposed course number: 345
- 3.3 Rationale for revision of course number: From the creation of the course our faculty has felt this upper division number more accurately depicts the level of topics covered within this course. This change will fix this long standing issue. This upper division number better indicates the academic level of students taking the class.

4. Revise course prerequisites/corequisites/special requirements:

- 4.1 Current prerequisite: EE 210
- 4.2 Proposed prerequisite: EE 211
- 4.3 Rationale for revision of course prerequisite: EE 211 is the second course in our circuit sequence and we believe that students would benefit from completing prior to EE 345. With this change we will be able to increase the depth of the topics coverage in EE 345.
- 4.4 Effect on completion of major/minor sequence: None.

5. Revise course catalog listing:

- 5.1 Current course catalog listing: An introductory course in electronics. Topics include semiconductor concepts, operational amplifiers, diode, transistors, biasing, large and small signal analysis. Laboratory included.

- 5.2 Proposed course catalog listing: A first course in electronics. Topics include semiconductor concepts, operational amplifiers, diodes, transistors, biasing, large and small signal analysis. Laboratory included.
- 5.3 Rationale for revision of course catalog listing: The removal of the word “introductory” reflects the change in the course title.

6. Revise course credit hours:

- 6.1 Current course credit hours: 4.0
- 6.2 Proposed course credit hours: 4.0
- 6.3 Rationale for revision of course credit hours: No change

7. Proposed term for implementation: Spring 2010

8. Dates of prior committee approvals:

Engineering Department	<u>8/25/09</u>
OCSE Curriculum Committee	<u>9/3/09</u>
Undergraduate Curriculum Committee	<u>September 24, 2009</u>
University Senate	<u></u>

Attachment: Course Inventory Form

Proposal Date: 8/24/2009

**Ogden College of Science and Engineering
Department of Engineering
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Walter Collett, walter.collett@wku.edu, 5-2016

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: EE 130
- 1.2 Course title: Our Electrical World
- 1.3 Abbreviated course title: Elec World
- 1.4 Credit hours and contact hours: 3 (3 hours lecture)
- 1.5 Type of course: L (Lecture)
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing:
An overview of the generation and utilization of electricity in modern society, with emphasis on infrastructure, critical technologies, alternative energy sources, and sustainability.

2. Rationale:

- 2.1 Reason for developing the proposed course:
Modern society is powered by electricity. As citizens of an industrialized nation, our style of living is almost completely dependent upon the electrical technologies developed over the past hundred years. From home computers and the internet to cell phones, electrical devices are used extensively for communication and access of information. Modern appliances, from the microwave to the refrigerator, are driven and controlled by electricity. Our homes are heated and cooled, our cars operated, and various aspects of our healthcare are provided by electrical technologies. In fact, one might argue that the fundamental difference between a modern, industrialized society and a developing nation is the extent to which an electrical infrastructure exists in that nation. A view of the earth's surface from space at nighttime shows this difference dramatically: regions of advanced development (e.g., the eastern U.S., Europe, Japan, etc.) are easily visible, via the electrical lighting in those areas, whereas much of the earth's surface remains dark. In fact, by extension, this view also provides a glimpse of the general areas where standard of living is high, infant mortality is low, life expectancy is great (due partly to availability of modern technology in healthcare), and so on.
This view from space provides other information as well. In showing areas where electricity plays a more vital role in society, it reveals those global players

vying for the planet's finite energy resources. These developed nations are now engaged in a struggle to find new means of generating electricity, as well as new methods of conservation, to satisfy their ever-growing demands as well as to mitigate the harmful effects of more conventional technologies on the environment.

To effectively manage current and future electrical energy issues on a local, national and global scale, as well as to help promote the effective use of electrical technologies in modern society - keeping in mind issues such as quality of life, sustainability and the environment – citizens, educators and policymakers should be armed with the basic knowledge of the nation's electrical infrastructure as well as critical current and emerging electrical technologies.

Unfortunately, many citizens are not equipped with this knowledge. As a very simple example, most consumers of electricity at the residential level rely solely upon the monthly electricity bill as a means to monitor electrical energy cost, when in fact the meter outside the home is not too difficult to read. This meter could be periodically checked by the homeowner, an action analogous to looking at the gas gauge in a vehicle. A very simple calculation – the number of kilowatt hours multiplied by the cost of energy per kilowatt-hour (around 9 cents or so in this area) – can be performed to estimate cost at any point during the month. This could provide the family living in the residence with the information needed to make a “very local” energy policy decision: that of reducing their own consumption through either simple actions such as turning off unneeded lights, to more involved undertakings as changing their lighting fixtures to more efficient (but expensive) bulbs.

Even university graduates, the future policymakers and educators of the nation, often seem to be poorly versed in this arena. Very many do not understand the basics of how, for example, electricity is produced in the first place, or how the use of electrical technologies in medical imaging has helped improve the survival rate of cancer patients. If this is the case, how can sound energy and technology policy decisions be made on the national and international levels? It is the purpose of this course to provide the university student a broad *overview* of (a) the electrical infrastructure in the U.S., (b) critical electrical technologies in the industrial, commercial, healthcare, and residential sectors, (c) electrical energy production concepts, and (d) emerging technologies and sustainability issues. This broad overview is intended to equip the future educator, policymaker, and citizen with the foundational knowledge necessary to keep pace with the many issues pertaining to electrical energy and technology faced by our modern society.

It is important to note that it is not a goal of this course to make engineers and scientists of the students – only to provide a treatment relevant and appropriate for *every* university student, regardless of major. The course will be taught using little math: calculations will be very simple in nature. This will be accomplished by first recognizing that complex math is *not* necessary, for example, to understand the fundamental idea of an electric motor. (Although precise numerical determination of electrical properties would require advanced math, such determination is not a goal of this course.)

It is also anticipated that this course will eventually be offered as a university general education elective. If so, it will be the first general education course to be offered through the WKU Engineering Department. A side benefit resulting from a general education offering would therefore be an increased knowledge of the engineering profession, which would be very useful, especially in helping future teachers when discussing this profession with their students.

2.2 Projected enrollment in the proposed course:

This course will have approximately 50 students per offering.

2.3 Relationship of the proposed course to courses now offered by the department:

This course is intended for majors in all fields, technical and non-technical, who have an interest in a greater knowledge and appreciation of the critical electrical technologies that form the backbone of industrialized society.

2.4 Relationship of the proposed course to courses offered in other departments:

SOCL 352 Technology, Work and Society. This course focuses on the impact of technology on work systems.

HIST 480 A Social History of Science. This course focuses on the impact of science on western civilization.

PHYS 100 Energy. A survey of energy concepts.

The proposed course is far more specific to the subject of electrical technologies, as well as current and alternative electrical energy production methods, the nation's electrical infrastructure, and sustainability issues.

2.5 Relationship of the proposed course to courses offered in other institutions:

Engineering Sciences 50. Introduction to Electrical Engineering (Harvard University). A discussion of topics in the fields of electronics, communications and intelligent systems. Not permissible as credit for students who have taken 100-level courses in electrical engineering. Meets the requirement for a Science A general education elective.

IDST 300 Exploring Electrical Technologies (Messiah College). A general education elective (Category: Science, Technology, and the World) at Messiah College, a US News Tier 1 baccalaureate-only liberal arts college in Pennsylvania.

Furthermore, many institutions, such as Stanford University, University of Manitoba, North Carolina State University, Massachusetts Institute of Technology, Rochester Institute of Technology, New Jersey Institute of Technology, and others, have degree programs in Science, Technology, and Society (STS). A sample of courses pertaining to these programs follows:

ENGR 130 Science, Technology & Contemporary Society (Stanford University). Focused on enhancing the understanding of the natures, social relations, and cultural significance of science and technology

STS 032 Energy, Environment, and Society (Massachusetts Institute of Technology). Deals with global energy issues such as energy security, climate change, and energy access.

STS 326 Technology Assessment (North Carolina State University). Deals with the impacts of technologies as they are applied in society.

The current proposal involves the development of a course dealing exclusively with electrical technologies, from generation to utilization, relevant to the lives of citizens, educators, and policymakers in a modern, industrialized society.

3. Discussion of proposed course:

3.1 Course objectives:

Provide the university student a broad overview of:

- The electrical infrastructure in the U.S.
- Critical electrical technologies in the industrial, commercial, healthcare, and residential sectors.
- Electrical energy production concepts.
- Emerging technologies and energy sources, and sustainability issues.

3.2 Content outline:

- Critical electrical technologies
 - Healthcare
 - Industrial/commercial
 - Military and civil defense
 - Public/national
 - Residential/private
 - Electric vehicles
 - Communications
 - Computers and the internet
 - Future trends
- Basic concepts in generation and distribution
 - a. Fundamental quantities
 - b. Electromechanical energy conversion, photovoltaics and batteries
 - c. The U.S. electrical grid
 - d. Residential distribution
 - e. Household elements: transformers and overcurrent devices
 - f. Regional power companies and cooperatives
 - g. Efficient use and lowering costs
- 2. Emerging technologies and production techniques
- 3. Environmental impacts and sustainability
- 4. Electrical safety
- 5. Issues in homeland security

- 3.3 Student expectations and requirements:
Students are required to attend class and complete homework, projects and examinations. The students' grades will be based upon their success in satisfying the above criteria.
- 3.4 Possible texts and course materials:
- Dawn of the Electronic Age: Electrical Technologies in the Shaping of the Modern World, John Wiley and Sons, ISBN 9780470260654, 2009
 - Technology and American Society, 2nd Edition, G. Cross, Prentice Hall, ISBN 01381896437, 2004.
 - Technology and Global change, A. Grubler, Cambridge University Press, ISBN 0521543320, 2003.
 - Energy and Society: An Introduction, H. Schobert and H. Schobert, Taylor and Francis, ISBN 1560327677, 2002.
 - Creating Value with Science and Technology, E. Geisler, Quorum Books, ISBN 1567204058, 2001.
 - Next: The Future Just Happened, M. Lewis, W. W. Norton and Company, ISBN 0393020371, 2001.
 - The Engines of Our Ingenuity: An Engineer Looks at Technology and Culture, J. Leinhard, Oxford University Press, ISBN 0195135830, 2001.

4. Resources:

- 4.1 Library resources: See attached Library Resources form.
- 4.2 Computer resources: No computing resources beyond what are currently available at the university will be required.

5. Budget implications:

- 5.1 Proposed method of staffing: Faculty of the department with credentials in the appropriate discipline will teach this course.
- 5.2 Special equipment needed: The Department of Engineering has a sufficient inventory of equipment to deliver this course.
- 5.3 Expendable materials needed: No expendable materials needed.
- 5.4 Laboratory materials needed: No laboratory materials needed.

6. Proposed term for implementation: Spring 2010

7. Dates of prior committee approvals:

Engineering Department/Division:	<u>8/24/09</u>
Ogden Curriculum Committee	<u>9/04/09</u>
University Curriculum Committee	<u>September 24, 2009</u>
University Senate	<u></u>

Attachments: Bibliography, Library Resources Form, Course Inventory Form

Proposal Date: 8/15/2009

Ogden College of Science and Engineering
Department of Engineering
Proposal to Revise a Program
(Action Item)

Contact Person: Mark Cambron email: mark.cambron@wku.edu phone: 5-8868

1. Identification of program

1.1 Reference Number: 537

1.2 Current Program Title: Electrical Engineering

1.3 Credit Hours: 62

2. Identification of proposed changes

- Replace MATH 126 (4.5 hours) with MATH 136 (4 hours)
- Replace MATH 227 (4.5 hours) with MATH 137 (4 hours)
- Replace EE 220 with EE 345
- Accept either EM 221 or EM 222

3. Detailed program description:

<u>Current Program</u>			<u>Proposed Program</u>		
EE175	University Experience - EE	2	EE175	University Experience - EE	2
	Or			Or	
UC 175	University Experience*,and	[2]	UC 175	University Experience*,and	[2]
EE 101	Design I	[1]	EE 101	Design I	[1]
EE180	Digital Circuits	4	EE180	Digital Circuits	4
EE200	Design II	1	EE200	Design II	1
EE210	Circuits & Networks I	3.5	EE210	Circuits & Networks I	3.5
EE211	Circuits & Networks II	3.5	EE211	Circuits & Networks II	3.5
EE220	Intro. to Electronics	4	EE345	Electronics	4
EE300	Design III	1	EE300	Design III	1
EE431	Intro. to Power Systems	3	EE431	Intro. to Power Systems	3
EE380	Microprocessors	4	EE380	Microprocessors	4
EE400	Design IV	1	EE400	Design IV	1
EE401	Senior Design	3	EE401	Senior Design	3
EE405	EE Senior Research Seminar	1	EE405	EE Senior Research Seminar	1
EE420	Signals & Linear Systems	3	EE420	Signals & Linear Systems	3
EE450	Digital Signal Proc.	3	EE450	Digital Signal Proc.	3
EE451	Digital Signal Proc. Lab	1	EE451	Digital Signal Proc. Lab	1
EE460	Cont. Control Systems	4	EE460	Cont. Control Systems	4
EE470	Communications	3	EE470	Communications	3
EE473	EM Fields & Waves	3	EE473	EM Fields & Waves	3
EE475	Communications Lab	1	EE475	Communications Lab	1

EE479	Fund. Of Optoelectronics	2	EE479	Fund. Of Optoelectronics	2
	EE Technical Electives	6		EE Technical Electives	6
EM221	Statics	3	Statics	EM 221 or EM 222	3
ME365	Thermal Science for EE	3	ME365	Thermal Science for EE	3
Tech. Course Total:		62	Tech. Course Total:		62
<u>Other Requirements</u>			<u>Other Requirements</u>		
MATH126	Calculus I	4.5	MATH136	Calculus I	4
MATH227	Calculus II	4.5	MATH137	Calculus II	4
MATH327	Multivariable Calculus	4	MATH327	Multivariable Calculus	4
MATH331	Differential Equations	3	MATH331	Differential Equations	3
MATH350	Advanced Engr. Math	3	MATH350	Advanced Engr. Math	3
	or			or	
MATH307	Intro. Linear Algebra, and	[3]	MATH307	Intro. Linear Algebra, and	[3]
MATH450	Complex Variables	[3]	MATH450	Complex Variables	[3]
STAT301	Probability & Statistics	3	STAT301	Probability & Statistics	3
PHYS255	University Physics I	4	PHYS255	University Physics I	4
PHYS256	University Physics I Lab	1	PHYS256	University Physics I Lab	1
PHYS265	University Physics II	4	PHYS265	University Physics II	4
	Science Elective	3		Science Elective	3
CS239	Prob Solving Comp Tech	3	CS239	Prob Solving Comp Tech	3
ECON	ECON 202 or ECON 203	3	ECON	ECON 202 or ECON 203	3
<i>Other Hours:</i>		<i>40</i>	<i>Other Hours:</i>		<i>39</i>

*EE/UC 175 is not required for transfer students.

4. Rationale of proposed program revisions:

Changes in math courses

The math department recently changed MATH 126 and MATH 227 to MATH 136 and Math 137. Each course has been reduced by 0.5 hours.

Changes in electronics course

EE 220 has been renumbered EE345; the course title has been changed from Introduction to Electronics to Electronics

Statics Course

EM 221 and EM 222 are the same course. One is taught by WKU faculty and one is taught by UK faculty. Electrical engineering students can take either course.

5. Proposed term for implementation and special provisions: Fall 2010

6. Dates of prior committee approvals:

Department of Engineering	<u>24 Aug 2009</u>
Ogden College Curriculum Committee	<u>3 Sept 2009</u>
Undergraduate Curriculum Committee	<u>24 Sept 2009</u>
University Senate	<u></u>

Proposal Date: August 27, 2009

Ogden College of Science and Engineering
Department of Geography and Geology
PROPOSAL TO REVISE A PROGRAM
(Action Item)

Contact Person: Dr. David Keeling (david.keeling@wku.edu), 745-4555

1. Identification of program:

1.1 Reference number: 475

1.2 Current program title: Minor in Sustainability

1.3 Credit hours: 21 Semester Hours Minimum

2. Identification of the proposed changes:

- Add ANTH 442 to the elective options in Cluster A.
-

3. Detailed program description:

Current Program	Proposed Program
Required Courses 9 hours GEOG 280, 380, GEOG 495	Required Courses 9 hours GEOG 280 Intro to Env. Science GEOG 380 Global Sustainability GEOG 495 Sustainability Practicum
Elective Courses 12 hours [At least one course from each of the four clusters, with no more than six hours of cluster courses taken from any single discipline.]	Elective Courses 12 hours [At least one course from each of the four clusters, with no more than six hours of cluster courses taken from any single discipline.]
<i>CLUSTER A:</i> GEOG 444 SOCL 470 <i>CLUSTER B:</i> ECON 430 GEOG 471 GEOG 487 <i>CLUSTER C:</i> BIOL 315 GEOL 415 GEOG 427 GEOG 455 ENV 375 PH 385 <i>CLUSTER D:</i> AGRO 454 AMS 470 CE 351 GEOG 474 ENV 460	<i>CLUSTER A:</i> ANTH 442 Ecological and Economic Anthropology GEOG 444 Environmental Ethics SOCL 470 Environmental Sociology <i>CLUSTER B:</i> ECON 430 Env. & Resources Economics GEOG 471 Natural Resource Mgemnt GEOG 487 Env. Law and Policy <i>CLUSTER C:</i> BIOL 315 Ecology GEOL 415 Environmental Geology GEOG 427 Water Resources GEOG 455 Global Env. Change ENV 375 Intro to Water Resources PH 385 Environmental Health <i>CLUSTER D:</i> AGRO 454 Soil Management & Consvr AMS 470 Land Development

		CE 351 Environmental Engineering GEOG 474 Environmental Planning ENV 460 Environmental Management	
Program Total	21 hours	Program Total	21 hours

4. Rationale for proposed program revisions:

Anthropology 442, Ecological and Economic Anthropology, is an appropriate course to add to the elective choices in Cluster A.

5. Proposed term for implementation: Spring 2010

6. Dates of prior committee approvals:

Department of Geography and Geology 8/25/2009

OCSE Curriculum Committee 9/3/2009

University Curriculum Committee 9/24/2009

University Senate _____

Attachment: Program Inventory Form

Proposal Date: September 2009

**Potter College of Arts and Letters
Department of Communication
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Holly Payne, holly.payne@wku.edu, 5-5876

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 461
- 1.2 Course title: Organizational Communication
- 1.3 Credit hours: 3

2. Revise course number:

- 3.4 Current course number: COMM 461
- 3.5 Proposed course number: COMM 362
- 3.6 Rationale for revision of course number: As part of the curriculum revision for the a Corporate and Organizational Communication major, we propose that COMM 461 change to a 300-level course as its content provides a theoretical introduction to this area of study. The content will not change. A new 400-level course entitled Advanced Organizational Communication (COMM 462), which requires application and analysis of the theories learned in the 300-level course will be required for Corporate and Organizational Communication majors and will serve as an elective for Communication Studies majors. COMM 362 will also be a core requirement for all majors.

3. Revise course catalog listing:

- 3.1 Current course catalog listing: An examination of communication principles operant in modern organizations. Includes treatment of upward, downward, and horizontal communication; rumor chains and the grapevine; communication consulting; third party conciliation techniques; temporal kinesic communication.
- 3.2 Proposed course catalog listing: An introduction to the theoretical approaches to human communication in organizations.
- 3.3 Rationale for revision of course catalog listing: The current catalog listing is an outdated description of the introductory organizational communication course and represents a functionalist or skills-based perspective. The proposed listing is consistent with how the course is taught across the discipline and within the department.

4. Proposed term for implementation: Fall 2010

5. Dates of prior committee approvals:

Department of Communication: May 1, 2009

Potter College Curriculum Committee

September 3, 2009

Undergraduate Curriculum Committee

September 24, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts and Letters
Department of Communication
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Blair Thompson, Blair.thompson@wku.edu, 745-5889

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 489
- 1.2 Course title: Cooperative Education in Communication
- 1.3 Credit hours: 3

2. Revise course title:

- 2.1 Current course title: Cooperative Education in Communication
- 2.2 Proposed course title: Internship in Communication
- 2.3 Proposed abbreviated title: Internship Communication
- 2.4 Rationale for revision of course title: The new title better reflects the course itself, an internship. Faculty and students have commonly referred to COMM 489 as the “internship,” making the new title appropriate.

3. Revise course prerequisites/corequisites:

- 3.1 Current prerequisites: Prerequisite: For departmental majors only. With permission of instructor.
- 3.2 Proposed prerequisites: Prerequisite: COMM 200, COMM 362. Junior standing. For departmental majors only.
Proposed prerequisite or corequisite: COMM 300.
- 3.3 Rationale for revision of course prerequisites: Students will benefit from having an organizational communication course prior to doing an internship in an organization. COMM 362 will better prepare students to understand and analyze communication within the organization in which they intern. COMM 200 and 300 will also prepare students with foundational knowledge before they intern. Students need to have achieved junior standing in order have foundational knowledge about communication prior to entering their internship.
- 3.4 Effect on completion of major/minor sequence: Taking COMM 200 and 300 prior to the internship will better prepare students for the course, increasing their chances of completing their major successfully.

4. Revise course catalog listing:

4.1 Current course catalog listing:

Appropriate supervised work with a cooperating organization. Open only to majors in Communication Studies or Corporate and Organizational Communication.
With permission of instructor.

4.2 Proposed course catalog listing: Prerequisites: COMM 200, COMM 362. Junior standing, for departmental majors only. Prerequisite or Corequisite: COMM 300. Appropriate supervised work with a cooperating organization. Open only to Communication Studies and Corporate and Organizational Communication majors. Course will be repeatable once for credit (only 3 hours will count for credit toward major).

4.3 Rationale for revision of course catalog listing: This proposal calls for making COMM 489 the only internship offering for departmental majors. The new catalog listing includes the new prerequisites.

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

Communication Department:	May 1, 2009
Potter Curriculum Committee	September 3, 2009
University Curriculum Committee	September 24, 2009

University Senate

Attachment: Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts and Letters
Department of Communication
Proposal to Make Multiple Revisions to a Course
(Action Item)**

Contact Person: Blair Thompson, Blair.thompson@wku.edu, 745-5889

1. Identification of course:

- 1.1 Current course prefix (subject area) and number: COMM 494
- 1.2 Course title: Capstone in Communication
- 1.3 Credit hours: 3

2. Revise course prerequisites/corequisites:

- 2.1 Current prerequisites: Senior standing, for departmental majors only.
- 2.2 Proposed prerequisites: COMM 200. Senior standing, for departmental majors only.
Proposed prerequisite or corequisite: COMM 300
- 2.3 Rationale or revision of course prerequisites/corequisites: Our majors need to have completed COMM 200 and 300 prior to (or co-currently to) taking their capstone course.
- 2.4 Effect on completion of major/minor sequence: Taking COMM 200 and 300 prior to the capstone will better prepare students for the course, increasing their chances of completing their major successfully.

3. Revise course catalog listing:

- 3.1 Current course catalog listing: Prerequisite: Senior standing, for departmental majors only.
Course assesses and refines knowledge and skill competencies for seniors majoring in Corporate and Organizational Communication and Communication Studies.
- 3.2 Proposed course catalog listing: Prerequisite: COMM 200. Senior standing, for departmental majors only. Prerequisite or Corequisite: COMM 300.
This portfolio-style course enables Corporate and Organizational Communication and Communication Studies majors to assess and refine knowledge and skill competencies.
- 3.3 Rationale for revision of course catalog listing: The new catalog listing specifically states that the capstone will be a portfolio-based course (see rationale below).

4. Revise course credit hours:

- 4.1 Current course credit hours: 3
- 4.2 Proposed course credit hours: 1
- 4.3 Rationale for revision of course credit hours: The current capstone course is a 3 credit course in which students complete 1 to 2 speeches, analysis of a speech,

and a test focusing on cultural diversity, allowing for only a portion of their major courses to be synthesized. The revised capstone would have a much stronger focus on a variety of Communication areas (Organizational, Interpersonal, Intercultural etc.) to better reflects the course students take within their major. This proposal calls for changing the capstone to a portfolio-based course in which students would develop their capstone portfolio throughout the duration of their coursework. The capstone would also require a student presentation. Reducing the number of credit hours would also enable a student to take another course within the department.

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

Communication Department:	May 1, 2009
Potter Curriculum Committee:	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	

Attachment: Course Inventory Form

Proposal Date: May 11, 2009

**Potter College of Arts and Letters
Department of Art
Proposal to Create a New Course
(Action Item)**

Contact Person: Ingrid Cartwright, ingrid.cartwright@wku.edu, 270-745-6101

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: ART 315
- 1.2 Course title: Northern Baroque Art
- 1.3 Abbreviated course title: Northern Baroque Art
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: Art 106 or Permission of Instructor
- 1.7 Course catalog listing: A survey of art and architecture of northern Europe of the seventeenth century with an emphasis on Dutch, Flemish, and French traditions.

2. Rationale:

- 2.3 Reason for developing the proposed course: This course will provide students with a chronological survey of visual arts in northern Europe during the seventeenth-century and will take advantage of the teaching and research specialization of a new faculty member in the Art Department. The course is a sister class to the newly created ART 314: Southern Baroque Art.
- 2.4 Projected enrollment in the proposed course: 25. This course will serve growing numbers of majors and minors in the Art Department and will allow the faculty to offer a more varied array of electives that will increase the likelihood that students will be able to finish their programs on time.
- 2.5 Relationship of the proposed course to courses now offered by the department: This course and ART 314 fill an important chronological gap in the history of art and one not previously addressed in the departmental curriculum.
- 2.6 Relationship of the proposed course to courses offered in other departments: This course does not duplicate the content of any other course in the university curriculum, but complements those that investigate the 1) history (HIST 340: Western Popular Culture since 1450 & HIST 418: The Age of Reformation), 2) literature (ENG 355: History and Drama since 1640), and 3) religious currents (RELS 431: Christianity, 1517 to Present) of Europe during the same chronological period.
- 2.7 Relationship of the proposed course to courses offered in other institutions: Instituting this course would complete the cycle of seventeenth-century art courses with the newly developed ART 314: Southern Baroque Art. Together, these courses would place WKU at the vanguard of art education in the region. Although courses surveying Baroque art are already offered at other schools in the

Commonwealth of Kentucky and the region such as University of Louisville (ARTH 381) Northern Kentucky University (ARTH 353), Southern Indiana University (ART 344), and University of Cincinnati (ARTH 356), none of these institutions separate the history of seventeenth-century art into two separate courses as we propose to do here. The course division of the Baroque art into two geographic regions will allow students to gain a more thorough understanding of the distinct artistic traditions of northern and southern Europe of this era. The University of Kentucky offers A-H 335, an upper-division investigation of focused topics in Early Modern Art, 1500-1700, but not a survey. The closest institution offering a comparable course is the University of Tennessee at Knoxville (ARTH 442).

3. Discussion of proposed course:

- 3.5 Course objectives: Students taking this course will gain a working knowledge of the formation and development of the visual arts in seventeenth-century France, Flanders, and the Northern Netherlands with an attention to painting, sculpture, printmaking, and the decorative arts, all considered within their social and cultural milieu. Moreover, students will gain an appreciation of the critical role art and architecture played in the religious, political, and philosophical discourse of northern Europe during this era.
- 3.6 Content Outline: The course will cover the art and architecture of northern Europe of the seventeenth century, including major figures such as Rembrandt van Rijn, Jan Steen, Frans Hals, Johannes Vermeer, Peter Paul Rubens, Anthony van Dyck, Adriaen Brouwer, Nicholas Poussin, Claude Lorrain, and Georges de la Tour. Themes covered will include the artistic impact of Dutch revolt, the emergence of genre painting, still life, and landscape as subjects in the Northern Netherlands, Catholic patronage in Flanders, the culture and currency of prints and printmaking, the art and architecture of Versailles, classicism and the French Academy, and the impact of major figures such as Rembrandt and Rubens. In addition, we will consider the role of gender, artistic identity, and artistic dialogues with southern European sources.
- 3.7 Student expectations and requirements: In addition to gaining an understanding of the chronological development of the visual arts in northern Europe during the seventeenth century, students will learn to think critically about the form and function of images produced by the disparate cultures present in the Dutch Republic, Flanders, and France during this era. Student learning will be assessed through quizzes, a midterm, a final exam, and a research paper.
- 3.8 Tentative texts and course materials: Textbook(s): *Seventeenth Century Art and Architecture*, by Ann Sutherland Harris (New York: Pearson Prentice Hall, 2008) and Mariët Westermann, *A Worldly Art: the Dutch Republic, 1585-1718* (New Haven: Yale University Press, 2004); other books and articles from the library.

4. Resources:

- 4.3 Library resources: The library has sufficient holdings in this area, including many major journals and periodicals.
- 4.4 Computer resources: On-line databases that relate to this era include *Iter*:

Gateway to the Middle Ages and Renaissance (400-1700), available in the WKU libraries.

5. Budget implications:

5.5 Proposed method of staffing: Current Faculty

5.6 Special equipment needed: None

5.7 Expendable materials needed: None

5.8 Laboratory materials needed: None

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Art Department:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	

Attachment: Bibliography

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of proposed course:

- 1.4 Course prefix (subject area) and number: COMM 200 (this is being taught as a one-time only course in the Fall 2009 semester).
- 1.5 Course title: Communication Foundations
- 1.6 Abbreviated course title: COMM FOUNDATIONS
- 1.7 Credit hours and contact hours: 3
- 1.8 Type of course: L
- 1.9 Prerequisites: COMM 145 or COMM 161
- 1.7 Course catalog listing: An introductory course to foundational communication contexts, theories, and processes.

2. Rationale:

- 2.1 Reason for developing the proposed course: This course would serve as an introduction to the discipline, which is currently not offered to students in either of the department's majors. The Department of Communication is looking to create an introductory course for both majors that covers the essential aspects of the discipline (definitions, processes, etc.) and familiarizes students with theory (how to evaluate theories, focus on some of the more basic and practical theories, etc.). This introductory course will enable students to develop a common foundation, reduce unnecessary repetition/overlap throughout students' coursework, and better prepare students as they matriculate their way into more advanced courses within both majors (more advanced theories will be infused throughout the curriculum).
- 2.2 Projected enrollment in the proposed course: 20-24 students
- 2.3 Relationship of the proposed course to courses now offered by the department: This course serves as an introductory offering for Communication majors to help better prepare them for the courses they will take throughout their majors. COMM 200 will provide students a foundational understanding of the Communication discipline and introduce them to key theories. Students will learn how to write academically and read primary sources, more adequately preparing them for upper division courses (COMM 200 will be a pre-requisite for ALL 400-level courses). COMM 341: Introduction to Communication Theories will be deleted in order to reduce overlap. COMM 341 focused solely on theory, and students were not introduced to other essential elements of the discipline. Students also tended to wait to take COMM 341 until the end of their coursework, thus it did not serve effectively as an introductory course. The department believes it will work more

effectively to infuse a majority of the theories into the courses where they naturally fit (i.e., cover a majority of the interpersonal theories in the interpersonal courses), allowing the introductory course, COMM 200, to cover the basic elements of theory in addition to a few practical theories.

- 2.4 Relationship of the proposed course to courses offered in other departments: Courses which serve as “introduction to the discipline” are offered in many other departments. The course brings the Department of Communication in line with other PCAL departments.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Introductory Communication courses are standard throughout the discipline. Similar courses are offered at the University of Nebraska-Lincoln, Minnesota State University, Mankato, University of Iowa, University of Denver, Ohio University, University of Kentucky, Morehead State University, Murray State University.

3. Discussion of proposed course:

3.1 Course objectives:

Student will:

- Understand the communication process and human relational interaction in increasingly complex and diverse environments.
- Understand multiple theoretical and philosophical perspectives of communication as reflected in its history.
- Be able to discuss the main components of communication theories.
- Familiarize themselves with some of the most practical communication theories.
- Be able to apply theoretical principles to “real world” situations, interactions, and messages.
- Learn how to analyze research articles.
- Be introduced to and practice academic writing from a disciplinary perspective.

- 3.2 Content Outline: The content of the course will introduce students to various communication contexts (Interpersonal, Organizational, Intercultural etc.) and theories. The course will explore the communication process and many of the complexities this entails, examining the important role communication plays in relationships, institutions, and cultures. The course will explore communication in a variety of ways:

- Define communication
- Understand communication as a process
- Address the models of communication
- Explore the issue of “intentionality” within communication
- Address the research paradigms used within the discipline
- Introduce students to the basics of Communication theory covering some of the most practical theories such as: Symbolic Interactionism, Dramatic Pentad, Communication Privacy Management, Relational Dialectics, Organizational Culture, Organizational Assimilation, Social Identity, Co-Cultural Theory, Anxiety/Uncertainty Management Theory, Cultivation Theory, and

- the Elaboration Likelihood Model.
 - Address how to read journal articles
 - Cover basics of writing papers within the discipline (APA format)
 - 3.3 Student expectations and requirements: Students will be evaluated based on the successful completion of written assignments (research paper, journals, journal abstract assignment etc.), active participation in class, and exams.
 - 3.4 Tentative texts and course materials:
Trenholm, S. (2005). *Thinking through communication: An introduction to the study of human communication* (4th edition). Boston: Pearson.
- 4. **Resources:**
 - 4.1 Library resources: Existing library resources
 - 4.2 Computer resources: Existing resources
- 5. **Budget implications:**
 - 5.1 Proposed method of staffing: Existing Communication faculty.
- 6. **Proposed term for implementation:** Fall 2010
- 7. **Dates of prior committee approvals:**

Communication Department	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	

Attachment: Course Inventory Form, Library Resource Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Jenifer Lewis, jenifer.lewis@wku.edu, 5-6578

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 300
- 1.2 Course title: Introduction to Communication Research Methods
- 1.3 Abbreviated course title: Intro Comm Research Methods
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: COMM 145 or 161, MATH 109 or 116
Prerequisite or Corequisite: COMM 200
- 1.7 Course catalog listing: Introduction to rhetorical, qualitative, and quantitative methods of inquiry used in Communication research.

2. Rationale:

- 2.1 Reason for developing the proposed course:
This course will serve as a foundational course for majors, which is not currently offered to students in the department. Along with COMM 200: Communication Foundations, this course provides students with the fundamentals of theory and methods of inquiry they can build upon throughout their major. Having an understanding of research and basic skills to conduct research will enable students to read and understand research reports and conduct research in upper-level courses. The addition of this course allows the department to encourage student research which aligns with the university goals and mission.
- 2.2 Projected enrollment in the proposed course: 20-24
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course will serve as a foundational course in the revised curriculum structure. Students will take this course after (or the same semester as) COMM 200: Communication Foundations. It will also serve as a co-requisite for 400-level courses. As a co-requisite for 400-level courses, students will build knowledge as they progress through their major. The course also serves as a vital foundational course for upper level courses as students will learn how to read primary sources and understand the methods used in creating new knowledge.
- 2.4 Relationship of the proposed course to courses offered in other departments:
Research methods courses are offered in many other departments. The course brings the Department of Communication in line with other PCAL departments. It also focuses on research specifically in the Communication discipline and allows all of our majors to have a research methods course. Currently only a few Communication majors take a methods courses in either their second major/minor

or as an elective if they can get into one in another department.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Introductory research methods courses are standard throughout the Communication disciplines. Similar courses are offered at: Northern Kentucky University, Murray State University, Ohio University, University of Southern California, Marquette University, West Virginia University, Stanford University, etc.

3. Discussion of proposed course:

3.1 Course objectives:

The primary objectives of this course are: 1) to provide the skills needed to understand and interpret research applications, methods, and results, and 2) to offer practice in basic research and writing skills. This course will introduce students to a range of communication studies research methods (qualitative, quantitative, and rhetorical). The secondary goal of this course is to provide the knowledge base and experience with which students can pursue research in their advanced courses.

Upon completion of this course, students will know how to:

- Identify the basic phases of research
- Design a proposal for a research study with the following components:
 - Purpose statement
 - Literature review
 - Approach/Methods section
- Read scholarly peer reviewed research and identify its philosophical approach, methods, literature review, and discussion components
- Critique scholarly peer reviewed research.

3.2 Content outline:

- Intro to the field of Communication
- Ethics and Research
- Paradigms of Knowing (Discovery, Interpretation, Criticism)
- What counts as Communication Data
- Making Claims and Warrants for Research Arguments
- Research Processes:
 - Survey Research
 - Experimental Research
 - Content Analysis
 - Descriptive Statistics and Hypothesis testing
 - Inferential Statistics
 - Conversation and Discourse Analysis
 - Ethnographic Research
 - Rhetorical Criticism
 - Critical Studies

- 3.3 Student expectations and requirements: Students will be evaluated based on the successful completion of written assignments (i.e., homework, research reports, research proposal) and exams.

- 3.4 Tentative texts and course materials:
Merrigan, G. & Huston, C. (2009). *Communication Research Methods* (2nd ed).
Oxford Press: New York.

4. Resources:

- 4.1 Library resources: Existing library resources
4.2 Computer resources: Existing resources

5. Budget implications:

- 5.1 Proposed method of staffing: Existing communication faculty

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Department/Division:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Cecile Garmon cecile.garmon@wku.edu 745-5373

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 330
- 1.2 Course title: Leadership Communication
- 1.3 Abbreviated course title: Leadership Communication
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Course catalog listing: Studies the role that communication plays in various leadership contexts and situations.

2. Rationale:

- 2.1 Reason for developing the proposed course: COMM 330 would serve as an upper division communication offering, covering both theory and current research by communication scholars who focus their work on the role of communication in effective leadership behaviors. This course will offer students a greater insight into the multiple roles that communication has in contemporary society.
- 2.2 Projected enrollment in the proposed course: 20-24 students
- 2.3 Relationship of the proposed course to courses now offered by the department: Currently the Department does not offer any courses that focus on the relationship between communication and leadership behaviors, including such aspects as gender, culture, leadership theory, ethics, and values.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other courses at WKU teach leadership theory and practice but none focuses specifically on the communication of leadership.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Leadership and Communication form a relatively new area of the Communication discipline but currently courses in this topic are offered at such institutions as: Purdue University; Marquette University; Denver University; University of Pennsylvania; and Lincoln University.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Student will:
 - Learn that leadership is a special form of human communication that depends on multiple factors
 - Investigate the various communication styles that accompany different leadership styles

- Understand the influence of power and influence on leadership communication behaviors
 - Compare the roles of ethnic and national culture and gender on communication among leaders
 - Study the influence of organizational culture on leaders' communication
 - Understand the role of the leader's communication in self development and in developing others as leaders
 - Recognize the role of the followers in communicating leadership
- 3.2 Content Outline: Students will compare the various leadership theories from the Western literature as well as leadership communication concepts from other societies. In doing so they will have the opportunities to:
- Explore various theoretical models of leadership and how communication reflects these models
 - Study the role of gender in the history of leadership communication and seek out examples of various types of leadership communication from different gendered leaders
 - Study current events as they relate to leadership communication and prepare reports for the class on evidence they find that relates to different current and contemporary leadership communication styles
 - Identify examples of leader and follower communication
 - Work in groups to observe leadership communication behaviors and relate them to the theoretical and applied concepts studied in class
- 3.3 Student expectations and requirements: Students will be evaluated based on the successful completion of written assignments (literature review, major research paper, or student research), active participation in class, and exams.
- 3.4 Tentative texts and course materials:

Barrett, D.J. (2006). *Leadership communication*. New York: McGraw-Hill.

Fairhurst, G.T. (2007). *Discursive leadership: In conversation with leadership psychology*. Los Angeles: Sage.

Hackman, M.Z. & Johnson, C.E. (2004). *Leadership: A communication perspective*. Long Grove, IL: Waveland.

Komives, S.R., Lucas, N. & McMahon, T.R. (1998). *Exploring leadership: for college students who want to make a difference*. San Francisco: Jossey-Bass.

Journal Articles:

Eagly, A.H. & Carli, L.L. (2007). Women and the labyrinth of leadership. *Harvard Business Review*, 85 (9), 63-71.

Jablin, F.M. (2006). Courage and courageous communication among leaders and followers in groups, organizations, and communities. *Management Communication Quarterly*, 20, 94-110.

Kramer, M. (2006). Shared leadership in a community theater group: filling the leadership role. *Journal of Applied Communication Research*, 34, 141-162.

Zoller, H.M. & Fairhurst, G.T. (2007). Resistance leadership: The overlooked

potential in critical organization and leadership studies. *Human Relations*, 60, 1331-1360.

4. Resources:

- 4.1 Library resources: Existing library resources
- 4.2 Computer resources: Existing resources

5. Budget implications:

- 5.1 Proposed method of staffing: Existing Communication faculty.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Department	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	_____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 348
- 1.2 Course title: Interpersonal Communication
- 1.3 Abbreviated course title: INTERPERSONAL COMM
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Course catalog listing: Introduces students to the fundamentals of interpersonal communication, including interpersonal skills, theory, and research.

2. Rationale:

- 2.1 Reason for developing the proposed course: COMM 348 would serve as an introduction to Interpersonal Communication, addressing interpersonal skills as well as introducing students to both interpersonal communication theories and research. The current Interpersonal Communication offering at the undergraduate level is COMM 148, a solely skills-based course. It is important to introduce students to interpersonal communication theory and research in order to give them both a broader and more in depth understanding of the interpersonal communication process.
- 2.2 Projected enrollment in the proposed course: 20-24 students
- 2.3 Relationship of the proposed course to courses now offered by the department: Currently the only Interpersonal Communication offering at the undergraduate level is COMM 148, a skills-based course which covers little theory and does not address current research in the field. The program revision will eliminate COMM 148 in order to provide a stronger theoretical foundation via COMM 348. Students will continue to learn basic interpersonal skills through other lower level communication courses such as COMM 145: Fundamentals of Public Speaking and Communication and COMM 161: Business and Professional Communication.
- 2.4 Relationship of the proposed course to courses offered in other departments: None.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Upper division Interpersonal Communication courses which include theory and research in addition to interpersonal skills are standard throughout the discipline. Similar courses are offered at the University of Nebraska-Lincoln, Minnesota State University, Mankato, Michigan State University, University of Kentucky, Purdue, Texas (Austin), University of North Carolina, Wayne State University, Morehead State University, Northern Kentucky University, Murray State University,

University of Rhode Island, Portland State University etc.

3. Discussion of proposed course:

3.1 Course objectives:

Student will:

- Know, understand, and be able to articulate the definition, realm, and scope of interpersonal communication and relational communication.
- Explore the history of interpersonal communication.
- Demonstrate competence and an ability to assess the appropriateness and effectiveness of interpersonal strategies used in various interpersonal relationships.
- Comprehend effective ways to listen and manage conflict.
- Make connections between what they learn in the course and what they are experience in their own relationships.
- Demonstrate an increased awareness of interpersonal communication theories and how they influence their own and other's communication behaviors.
- Be introduced to and practice analyzing interpersonal research

3.2 Content Outline: The content of the course will introduce students to interpersonal communication skills, theories, and research. The course will explore the interpersonal communication process and many of the complexities this entails, examining the important role communication plays in relationships. The course will explore communication at several critical points:

- Defining interpersonal communication
- Examining basic interpersonal skills (verbal, nonverbal, competence, strategies etc.)
- Introducing students to fundamental interpersonal communication theories (Communication Privacy Management, Relational Dialectics, Uncertainty Reduction, Social Exchange Theory, Social Information Processing Theory, Stage Development Theories) and constructs (social support, relationship maintenance, self-disclosure, verbal and nonverbal communication, conflict, development and deterioration of relationships etc.)
- Reading interpersonal research articles addressing key issues in interpersonal communication.

3.3 Student expectations and requirements: Students will be evaluated based on the successful completion of written assignments (research paper, journals, application paper, communication summary paper etc.), active participation in class, and exams.

3.4 Tentative texts and course materials:

Knapp, M. L., & Vangelisti, A. L. (2005). *Interpersonal communication and human relationships*. (5th ed.) Boston: Allyn and Bacon.

Articles/chapters from selected books and journals:

Baxter, L. A. (2004). Relationships as Dialogues. *Personal Relationships*, 11, 1-

22.

Burleson, B. R., Albrecht, T. L., Goldsmith, D. J., & Sarason, I. G. (1994). The communication of social support. In B. R. Burleson, T. L. Albrecht, & I. G. Sarason (Eds.), *Communication of social support: Messages, interactions, relationships, and community* (pp. xi-xxx). Thousand Oaks, CA: Sage.

Duck, S. (1999). *Relating to others*. Philadelphia: Open University Press.

Petronio, S. (2002). *Boundaries of privacy: Dialectics of disclosure*. Albany: State University of New York Press.

Stewart, J. (1994). *Bridges, not walls: A book about interpersonal communication*. Reading, Mass: Addison-Wesley Publishing Company.

Walther, J. (1992). Interpersonal effects in computer-mediated interaction: A relational perspective. *Communication Research*, 19, 52-90.

4. Resources:

4.1 Library resources: Existing library resources

4.2 Computer resources: Existing resources

5. Budget implications:

5.1 Proposed method of staffing: Existing Communication faculty.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Department May 1, 2009

Potter College Curriculum Committee September 3, 2009

Undergraduate Curriculum Committee September 24, 2009

University Senate _____

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 400
- 1.2 Course title: Special Topics in Communication
- 1.3 Abbreviated course title: SPECIAL TOPICS COMM
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisite: COMM 200
Prerequisite or Corequisite: COMM 300 or instructor permission.
- 1.7 Course catalog listing: Designed to offer students courses on various communication topics not covered specifically within the curriculum.

2. Rationale:

- 2.1 Reason for developing the proposed course: COMM 400 will offer students a wider variety of courses to take to enrich their educational experience. This course would allow flexibility in offering new or emerging topics from the field based on societal or disciplinary developments.
- 2.2 Projected enrollment in the proposed course: 20-24 students
- 2.3 Relationship of the proposed course to courses now offered by the department: This course would serve as a potential additional offering students can take to study any area of communication. Majors could substitute this course within their major based on the focus of the special topic course they take.
- 2.4 Relationship of the proposed course to courses offered in other departments: Other departments offer some version of a special topics course, including English and History.
- 2.5 Relationship of the proposed course to courses offered in other institutions: Dependent on the special topic offered.

3. Discussion of proposed course:

- 3.1 Course objectives: Dependent on the special topic that is the focus of the course.
- 3.2 Content outline: Dependent on the course offering.
- 3.3 Student expectations and requirements: Dependent on the course offering.
- 3.4 Tentative texts and course materials: Dependent on the course offering.

4. Resources:

- 3.1 Library resources: Existing library resources
- 3.2 Computer resources: Existing resources

5. Budget implications:

- 5.1 Proposed method of staffing: : Existing Communication faculty.
- 5.2 Special equipment needed: None
- 5.3 Expendable materials needed: None
- 5.4 Laboratory materials needed: None

5. Proposed term for implementation: Fall 2010

6. Dates of prior committee approvals:

Communication Department	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	

Attachment: Course Inventory Form

Proposal Date: August 18, 2009

**Potter College of Arts and Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Dr. Ellen W. Bonaguro, Ellen.bonaguro@wku.edu, 745-6354

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 440
- 1.2 Course title: Health Communication
- 1.3 Abbreviated course title: Health COMM
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisite: COMM 200 or instructor permission.
Prerequisite or Corequisite: COMM 300 or instructor permission.
- 1.7 Course catalog listing: Examines and analyzes the critical role communication plays in health campaigns, health care delivery, health care contexts, and in health behavior change.

2. Rationale:

- 2.1 Reason for developing the proposed course: Understanding the delivery of health care has become increasingly complex. In the early seventies, communication scholars recognized the need to teach students about the important role that communication plays in accessing and delivering health care. Health communication occurs in a variety of contexts (for example, school, home, and work); through a variety of channels (for example, interpersonal, small group, organizational, community, and mass media) with a variety of messages; and for a variety of reasons. We need to provide a course for our students that allows them to research and examine the need for more effective communication in the delivery of health care in order for them to access better health care for themselves as well as others.
- 2.2 Projected enrollment in the proposed course: 20-24 students
- 2.3 Relationship of the proposed course to courses now offered by the department: This course would prepare students to study the critical role that communication plays in shaping the delivery of health care. Knowledge gained from other courses in the department would be helpful such as interpersonal communication, listening, organizational communication, communication theory, and persuasion.
- 2.4 Relationship of the proposed course to courses offered in other departments: WKU does not currently have a course that addresses the content that will be covered in this course. Several majors in other departments and in other colleges will be interested in having their students take such a course. For example, students in public health would benefit from learning about the role communication plays in health behavior change. Nursing students would benefit

from course content that addresses provider-client relationships as well as provider-provider relationships.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Since the 1970's, Health Communication course offerings have been on the rise. Similar courses are offered at Ohio University, Eastern Illinois University, University of Kentucky, Northern Illinois University, George Mason University, University of Georgia and Emerson College

3. Discussion of proposed course:

3.1 Course objectives:

Student will:

- Understand the history and origins of health communication.
- Apply communication and health theories to help explain the delivery of health care.
- Research, analyze, and write about health communication issues.
- Demonstrate competency in analyzing and interpreting health communication campaigns.
- Learn how technology has influenced the delivery of health care.
- Understand the role that cultural plays in communicating to provide health care.
- Demonstrate competency in analyzing the influence of communication on health care relationships, health care groups, and health care organization.

3.2 Content outline:

- Examine the origins, development and status of the field of health communication.
- Apply communication theory and practice to health contexts.
- Understand how communication is critical to and influences interpersonal, group, organizational, and mediated health care contexts.
- Discuss theories of health behavior and its relationship to communication
- Explore how communication in health related organizations relates to communication in other types of organizations.
- Analyze communication issues between health care providers and between insurers, clients, managers, and other organizations.
- Create an environment that encourages students to examine and improve their own communication behavior with health care professionals.
- Examine the communication that surrounds the economic, political, and cultural landscape which constructs the health care context.
- Address the role health communication campaigns play in the health care industry and the delivery of health services.

- 3.3 Student expectations and requirements: Students will be evaluated based on the successful completion of several written assignments, active participation in class, and exams.

3.4 Tentative texts and course materials:

DuPre, A. (2005). *Communicating about health*, (2nd edition). NY: McGraw Hill.

Ray, E. (2005). *Health communication in practice: A case study approach*
Mahwah, NJ: Lawrence Erlbaum Associates.

Wright, K., Sparks, L., O'Hair, D. (2008). *Health communication in the 21st century*. Mahwah, NJ: Lawrence Erlbaum Associates.

Selected readings from health communication journals

4. Resources:

4.1 Library resources: Existing resources

4.2 Computer resources: Existing resources

5. Budget implications:

5.1 Proposed method of staffing: Existing Communication faculty

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Department: May 1, 2000

Potter College Curriculum Committee September 3, 2009

Undergraduate Curriculum Committee September 24, 2009

University Senate

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 448
- 1.2 Course title: Advanced Interpersonal Communication
- 1.3 Abbreviated course title: ADVANCED INTERPERSONAL
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: COMM 200 and COMM 348
Prerequisite or Corequisite: COMM 300 or instructor permission.
- 1.7 Course catalog listing: Designed as a survey of research and theory in interpersonal communication.

2. Rationale:

- 2.1 Reason for developing the proposed course: COMM 448 would serve as an upper division Interpersonal Communication offering, covering both theory and current research by Interpersonal Communication scholars in greater depth than COMM 348. This course will offer students the opportunity to further advance their study and understanding of interpersonal communication.
- 2.2 Projected enrollment in the proposed course: 20-24 students
- 2.3 Relationship of the proposed course to courses now offered by the department:
Currently the only Interpersonal Communication offering at the undergraduate level is COMM 148, a skills-based course which covers little theory and does not address current research in the field. The program revision will eliminate COMM 148 in order to provide a stronger theoretical foundation via both COMM 348 and COMM 448. Students will be able to further explore interpersonal communication theory and research at a more advanced level via COMM 448.
- 2.4 Relationship of the proposed course to courses offered in other departments:
None.
- 2.5 Relationship of the proposed course to courses offered in other institutions:
Advanced Interpersonal Communication courses offered as upper division courses are standard throughout the discipline. Similar courses are offered at the University of Nebraska-Lincoln, University of Kentucky, University of North Carolina, University of Rhode Island, and Portland State University.

3. Discussion of proposed course:

- 3.1 Course objectives:
 - Student will:
 - Understand different ways to view interpersonal communication and the advantages and disadvantages of each.

- Understand the complexities of beginning, building, and ending relationships.
- Understand the dialectical tensions that arise as people use communication to satisfy conflicting personal needs.
- Understand the complexities of relational communication as relates to other cultures.
- Increase their familiarity with current research and leading theoretical perspectives in interpersonal communication.
- Apply theories of interpersonal communication to practical interpersonal situations.

3.2 Content Outline: The content of the course offers an in-depth exploration of a theory-driven and widely researched approach to the study of communication between people such as friends, coworkers, family members, romantic partners, classmates, etc. that assumes a personal nature. The course will explore research findings across multiple topic areas of Interpersonal/Relational Communication:

- Analyze interpersonal communication theories (Stage Models and Turning Points, Expectancy Violations Theory, Interpersonal Deception Theory, Planning Theory, Politeness Theory, Equity Theory, Critical Feminist Theories, Relational Communication Theory etc.)
- Analyze interpersonal constructs (identity, accounts and facework, attraction, relational typologies, storytelling in and about relationships, dark side of interpersonal relationships (relational aggression, jealousy/deception, abuse/violence, and infidelity), managing conflict in relationships, relational development in computer-mediated communication etc).
- Read and analyze current research in interpersonal communication.

3.3 Student expectations and requirements: Students will be evaluated based on the successful completion of written assignments that require higher research expectations that in COMM 348 (literature review, major research paper, or student research). Students will also be evaluated based on active participation in class and exams.

3.4 Tentative texts and course materials:

- Baxter, L. A, & Braithwaite, D. O. (2008). *Engaging theories in interpersonal communication: Multiple perspectives*. Los Angeles: Sage.
- Braithwaite, D. O., & Wood, J. T. (Eds.). (2000). *Case studies in interpersonal communication: Processes and problems*. Belmont, CA: Wadsworth.

Journal Articles:

- Baxter, L. A, & West, L. (2003). Couples' perceptions of their similarities and differences: A dialectical perspective. *Journal of Social and Personal Relationships*, 20, 491-514.
- Braithwaite, D. O., Waldron, V. R., & Finn, J. (1999). Communication of social support in computer-mediated groups for people with disabilities. *Health Communication*, 11, 123-151.

- Diggs, R. C., & Clark, K. D. (2002). It's a struggle but worth it: Identifying and managing identities in an interracial friendship. *Communication Quarterly*, 50, 368-390.
- Dunbar, N. E. (2004). Dyadic power theory: Constructing a communication-based theory of relational power. *The Journal of Family Communication*, 4, 235-248.
- Kellas, J., & Manusov, V. (2003). What's in a story: The relationship between Narrative completeness and adjustment to relationship dissolution. *Journal of Social and Personal Relationships*, 20, 285-307.
- Thompson, B. (2008). Applying social information processing theory to parent-teacher relationships. *RCA Vestnik*, 6, 45-65.
- Thorson, A. R. (2009). Adult children's experiences with their parent's infidelity: Communicative protection and access rules in absence of divorce. *Communication Studies*, 60, 32-48.

4. Resources:

- 4.1 Library resources: Existing library resources
4.2 Computer resources: Existing resources

5. Budget implications:

- 5.1 Proposed method of staffing: Existing Communication faculty.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Department	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Blair Thompson, blair.thompson@wku.edu, 5-5889

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 450
- 1.2 Course title: Family Communication
- 1.3 Abbreviated course title: FAMILY COMM
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: COMM 200 and COMM 348
Prerequisite or Corequisite: COMM 300 or instructor permission.
- 1.7 Course catalog listing: Designed as a survey of research and theory in family communication.

2. Rationale:

- 2.1 Reason for developing the proposed course: Family Communication is one of the newest and fastest growing areas in the discipline. Though Family and Interpersonal Communication have some cross-over, Interpersonal Communication is more limited, focusing on dyadic pairs (friendships, romantic partners etc), whereas Family Communication takes a far broader focus, examining family relationships across the lifespan. Further, in today's society, the family exists in multiple forms, an area to which Family Communication scholars have devoted a great deal of attention. This course will serve students at WKU by helping them to better understand how communication functions in their families (and future families).
- 2.2 Projected enrollment in the proposed course: 20-24 students
- 2.3 Relationship of the proposed course to courses now offered by the department:
This course serves as an additional offering students can take to study relational communication. Currently, students are limited to one offering, COMM 148: Interpersonal Communication to study relational communication. In the revised curriculum being proposed, Family Communication would serve as a potential follow-up course to Comm 348: Interpersonal Communication, giving students two advanced course options in this area (Comm 448: Advanced Interpersonal Communication).
- 2.4 Relationship of the proposed course to courses offered in other departments:
COMM 450: Family Communication relates to courses in those disciplines which focus on either counseling within the family or exploring issues related to childhood development. These courses include the following: Sociology (SOCL 466 Gender/Families; SOCL: 220 Marriage/Family); Psychology (PSY 321: Child Developmental Psychology; PSY 423: Adult/Aging). COMM 450

differs from the family-oriented courses in other departments at WKU by focusing on how communication functions within the family and creates a variety of relationships within the family across the lifespan.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Family Communication courses such as this one are becoming standard fare in Communication Studies programs throughout the country. Similar courses are offered at the University of Nebraska-Lincoln, Wayne State University, Portland State University, Metropolitan State University, University of Texas at San Antonio, Western Michigan, Arizona State University etc.

3. Discussion of proposed course:

3.1 Student will:

- Demonstrate knowledge of the changing definitions of family.
- Understand the family as a system, viewing family members as interdependent rather than as just individuals.
- Recognize family communication as a process that both affects and reflects family relationships.
- Develop a framework for organizing knowledge in the field of family communication.
- Apply family communication theories to different relationships and contexts.
- Develop arguments for taking a lifespan approach to family communication.
- Explore multiple constructions of family.
- Distinguish and explain the communication patterns in various family systems, and from multiple perspectives
- Increase their familiarity with current research and leading theoretical perspectives in family communication.
- Enhance their understanding of communication in their own families of origin

3.2 Content Outline:

The content of the course will take a lifespan approach to family communication, introducing students to research and theory in family communication. The course will explore multiple constructions of family focusing on communication in different family forms. The course will study family communication at several critical points:

- Communication in family life
- Communication in marriage
- The changing concept of “family”
- Family communication theories
- Transition to parenthood
- Communication in divorced and stepfamilies
- Communication issues with and between elder members of the family
- Family roles, types, and structures
- Family conflict

- 3.3 Student expectations and requirements: Students will be evaluated based on the successful completion of written assignments (journal assignments, application paper, and a research paper), active participation in class meetings, and exams.

3.4 Tentative texts and course materials:

Course readings will be selected from the following books.

Braithwaite, D. O., & Baxter, L. A. (Eds.), (2006). *Engaging theories in family communication: Multiple perspectives*. Thousand Oaks, CA: Sage.

Galvin, K. M., & Brommel, B. J. (2008). *Family communication: Cohesion and change*, 7th ed. New York: Longman.

Journal Articles:

Daly, K. (1988). Reshaped parenthood identity; the transition to adoptive parenthood. *Journal of Contemporary Ethnography*, 17, 40-66.

Durham, W. T. (2008). The rules-based process of revealing/concealing the family planning decisions of voluntarily child-free couples: A communication management perspective. *Communication Studies*, 59(2), 132-147.

Perry-Jenkins, Pierce, & Goldberg. (2004). *Discourses on diapers*. In A. L. Vangelisti (Ed.), *Handbook of family communication* (pp. 495-512). Mahwah, NJ: Lawrence Erlbaum Associates.

Thompson, B. (2008). Characteristics of parent-teacher e-mail communication. *Communication Education*, 57, 201-223.

Thompson, B., Kellas, J., Soliz, J., Thompson, J., Epp, A., & Shrodt, P. (in press). Family legacies: Constructing individual and family identity through intergenerational storytelling. *Narrative Inquiry*.

4. Resources:

4.1 Library resources: Existing library resources

4.2 Computer resources: Existing resources

5. Budget implications:

5.1 Proposed method of staffing: Existing Communication faculty.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Communication Department May 1, 2009

Potter College Curriculum Committee September 3, 2009

Undergraduate Curriculum Committee September 24, 2009

University Senate

Attachment: Course Inventory Form, Library Resource Form

Proposal Date: September, 2009

**Potter College of Arts and Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Holly Payne, holly.payne@wku.edu, 745-5876

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 462
- 1.2 Course title: Advanced Organizational Communication
- 1.3 Abbreviated course title: ADVANCED ORG COMM
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: COMM 200 and COMM 362
Prerequisite or Corequisite: COMM 300 or Instructor Permission
- 1.7 Course catalog listing: Integrated and applied study of organizational communication theory and research.

2. Rationale:

- 2.1 Reason for developing the proposed course: COMM 462 will serve as an upper division Organizational Communication course intended to strengthen students' base knowledge of organizational communication theory acquired in COMM 362 through application and analysis. The proposed advanced course will allow students to understand the theoretical frameworks used to analyze organizational communication, study a variety of organizational communication theories in depth, read and become familiar with current research, apply this knowledge to case studies and organizations, and offer solutions from a communication perspective. This course allows students to progress from simply identifying organizational communication phenomena to analyzing issues from a theoretical lens and providing actual feedback for improving communication. This course will better prepare our students to pursue their professional goals.
- 2.2 Projected enrollment in the proposed course: 20-24 students
- 2.3 Relationship of the proposed course to courses now offered by the department: The 300-level course in organizational communication (COMM 362) will provide foundational theories and processes of communication in organizations. The proposed advanced course will build on this content and allow students to explore organizational communication theory and research and develop application skills at a more advanced level.
- 2.4 Relationship of the proposed course to courses offered in other departments: COMM 462 deals with communication issues among organizational members. While it does not duplicate material of other courses on campus, it could complement the following course: MGT 417: Organizational Behavior, which examines how to manage behavior in organizations. The proposed course does

not take a managerial perspective and has a specific focus on how communication is central to all behavior and relationships in the organization.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Advanced Organizational Communication courses offered as upper division courses are standard throughout the discipline. Similar courses are offered at the following institutions: Clemson University, James Madison University, Metropolitan State University, Murray State University, Northeastern University, Ohio University, University of Alabama, University of California Santa Barbara, University of Louisville, Washington State University, Western Illinois University

3. Discussion of proposed course:

3.1 Course objectives:

Students will:

- Build on the foundation of theory developed in COMM 362 by further investigating a broader range of organizational communication perspectives, theories, and processes
- Develop an understanding of the complex role of communication and relational interaction in organizations
- Read and become familiar with current research in the field of organizational communication
- Apply theory and current research to practical organizational issues in order to develop knowledge and skills necessary to analyze and address organizational communication issues
- Provide solutions to organizational issues from a communication perspective

3.2 Content outline:

- In-depth view of theories of organizational communication including assumptions, philosophies, and methodologies that undergird and shape past and current research (functionalist, interpretive, critical, and feminist perspectives)
- Advanced theoretical topics including structuration theory, identification, crisis communication, and organizational rhetoric
- Concentration on leadership, power, organizational learning, organizational change, work and family issues, relationships, culture, ethics, emotion, organizational spirituality, and alternative organizational forms
- Focus on current research and issues in organizational communication
- Examination of organizational behaviors and case analyses contributing to the understanding and improvement of individual, group, and organizational communication
- Complete a major research paper or project on organizational communication

- 3.3 Student expectations and requirements: Students will be evaluated on the successful completion of written assignments that require higher research expectations than in COMM 362 (case studies, organizational communication analysis, literature review, major research paper, or student research). Students will also be evaluated based on active participation in class and exams.

3.4 Tentative texts and course materials:

Possible Primary Texts:

- Cheney, G., Chistensen, L.T., Zorn, T.E., & Ganesh, S. (2003). *Organizational communication in an age of globalization: Issues, reflections, practices*. Waveland Press.
- Keyton, J. & Shockley-Zalabak, P. (2009). *Case studies for organizational communication: Understanding communication processes (3rd ed.)*. Los Angeles: Roxbury.
- May, S. (2006). *Case studies in organizational communication: Ethical perspectives and practices*. Thousand Oaks, CA: Sage.
- Sypher, B. D. (1997). *Case studies in organizational communication 2: Perspectives on contemporary work life*. New York: Guilford Press.

Reading Packet:

To supplement the primary texts, current readings in organizational communication will be assigned. These readings will be determined by the instructor each semester and will reflect the latest research and thinking in the field as related to the content of the course.

4. Resources:

- 4.1 Library resources: Existing library resources.
- 4.2 Computer resources: Existing resources.

5. Budget implications:

- 5.1 Proposed method of staffing: Existing communication faculty.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Department of Communication:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts and Letters
Department of Communication
Proposal to Create a New Course
(Action Item)**

Contact Person: Holly Payne, holly.payne@wku.edu, 745-5876

1. Identification of proposed course:

- 1.1 Course prefix (subject area) and number: COMM 470
- 1.2 Course title: Organizational Relationships
- 1.3 Abbreviated course title: Organizational Relationships
- 1.4 Credit hours and contact hours: 3
- 1.5 Type of course: L
- 1.6 Prerequisites: COMM 200, COMM 362
Prerequisite or Corequisite: COMM 300 or instructor permission.
- 1.7 Course catalog listing: An examination of the positive and negative elements of workplace relationships and its importance to organizational and personal well-being.

2. Rationale:

- 2.1 Reason for developing the proposed course: COMM 470 will serve as an organizational communication elective for the revised Corporate and Organizational Communication major. This course not only covers co-worker and supervisor/employee relationships which is briefly touched upon in COMM 362, but goes further in-depth on friendships, romantic relationships, customer/client relationships and the various forms of support and/or complexities of each. This course presents a theoretical approach to interpersonal communication in organizations. Particular attention will be paid to how individuals and collectives experience and enact fundamental tensions in their efforts to relate and organize. This course will allow students greater flexibility in choosing electives in their areas of interest and will support their other organizational communication coursework.
- 2.2 Projected enrollment in the proposed course: 20-24 students
- 2.3 Relationship of the proposed course to courses now offered by the department: This course will expand and broaden the coverage of same and mixed-status relationships (supervisor/employee and co-worker) covered in COMM 362: Organizational Communication and COMM 462: Advanced Organizational Communication. Students will learn theoretical approaches to and review current research relating specifically to organizational communication and relationships.
- 2.4 Relationship of the proposed course to courses offered in other departments: COMM 470 deals with communication issues among organizational members. While it does not duplicate material of other courses on campus, it could complement the following course: MGT 417: Organizational Behavior, which

examines how to manage behavior in organizations and may have sections dedicated to intra-organizational relationships. The proposed course does not take a managerial perspective and has a specific focus on current research on workplace relationships from the communication field.

- 2.5 Relationship of the proposed course to courses offered in other institutions: Courses on Organizational Relationships take various forms from primarily theoretical to more skills-based perspectives and are offered at a variety of levels. Similar courses are offered at the following institutions: Colorado State University, Harvard University, Ohio University, University at Albany, SUNY, University of Missouri, St. Louis, and University of North Carolina, Chapel Hill,

3. Discussion of proposed course:

3.1 Course objectives:

Students will:

- Examine the role of workplace relationships as information-sharing, resource-distributing, decision-making, and support systems
- Understand the importance of relationships to organizational and individual well-being
- Explore negative and positive workplace relationships including those between supervisors and subordinates, customers and clients, peers, friends, and romantic partners
- Relate practical organizational relational phenomena to the scientific discourse in the field
- Reflect upon existing and newly acquired knowledge in the area of workplace relationships and networks
- Understand important concepts and models pertaining to organizational relationships

3.2 Content outline:

- Review of theoretical approaches to the study of workplace relationships including postpositivist, social construction, and critical approaches as well as structuration theory
- Concentration on a variety of organizational relationships including supervisor-subordinate, peer coworker, friendship, romantic, and customer-client relationships
- Explore the functions, development, outcomes and consequences of each type of relationship
- Focus on the influence of society on workplace relationships from technology, globalization, diversity, work-life balance, and spirituality
- Exploration of the organizational communication literature on destructive elements of organizational relationships including anger, stress, conflict, social ostracism, incivility, harassment, and incivility

- 3.3 Student expectations and requirements: Students will be evaluated on the successful completion of written assignments including abstracts of current journal articles, case studies, and a final research paper/literature review. Students will actively participate as discussion leaders and will construct and deliver oral presentations.

3.4 Tentative texts and course materials:

Possible Primary Texts:

Lutgen-Sandvik, P. & Sypher, B.D. (2009). *Destructive organizational communication: Processes, consequences, and constructive ways of organizing*. New York: Taylor & Francis.

Sias, P.M. (2009). *Organizing relationships: Traditional and emerging perspectives on workplace relationships*. Thousand Oaks, CA: Sage.

To supplement the primary texts, current research on organizational relationships will be assigned. These readings will be determined by the instructor each semester and will reflect the latest research and thinking in the field as related to the content of the course.

4. Resources:

4.1 Library resources: Existing library resources.

4.2 Computer resources: Existing resources.

5. Budget implications:

5.1 Proposed method of staffing: Existing communication faculty.

6. Proposed term for implementation: Fall 2010

7. Dates of prior committee approvals:

Department of Communication:

May 1, 2009

Potter College Curriculum Committee

September 3, 2009

Undergraduate Curriculum Committee

September 24, 2009

University Senate

Attachment: Library Resources Form, Course Inventory Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Revise a Program
(Action Item)**

Contact Person: Daniel Modaff, Daniel.modaff@wku.edu, 745-3296

1. Identification of program:

- 1.1 Current program reference number: 480
- 1.2 Current program title: Communication Studies Minor
- 1.3 Credit hours: 21

2. Identification of the proposed program changes:

The revised program includes the deletion of COMM 247, COMM 341, and COMM 343 as required courses, replacing these courses with a set of required core courses which include COMM 200, COMM 345 (already a required course), COMM 348, COMM 362, and COMM 463. The changes also include a reorganized set of elective choices from which students will take one course in each respective area (Organizational, Interpersonal and Public Communication). This reorganized elective set includes the addition of COMM 247, COMM 330, COMM 374, COMM 388, COMM 448, COMM 450, and COMM 462. The proposal calls for changing the name of COMM 349 from Group Decision Making to Small Group Communication and changing COMM 488: Seminar in Political Communication to COMM 388. The proposal call for the deletion of COMM 148, COMM 263, COMM 363, COMM 443, COMM 460, COMM 461 (now 362), COMM 474, COMM 489, COMM 494, and COMM 495 as electives for this minor. The proposal also calls for increasing the minor from 21 to 24 credits.

All courses within the minor must be completed with a grade of “C” or higher. Additionally, COMM 200 will be a pre-requisite for ALL 400-level courses. Students can either take COMM 300: Introduction to Communication Research Methods as a co-requisite or pre-requisite for all 400-level courses or 400-level courses can be taken with instructor permission. Additionally, COMM 145 or 161 will serve as a pre-requisite for COMM 200 and COMM 345. COMM 348 will be a pre-requisite for COMM 448 and COMM 362 will be a pre-requisite for COMM 462.

3. Detailed program description:

Current Program	Proposed Program
<p>The minor in Communication Studies (reference number 480) requires a minimum of 21 semester hours.</p> <p><u>General Education Requirement:</u> -COMM 145 or COMM 161</p> <p><u>I. Required Courses (12 hours)</u> COMM 247: Voice and Diction COMM 341: Theories of Communication COMM 343: Speech Analysis/Writing COMM 345: Advanced Public Speaking</p> <p><u>II. Three additional electives: (9 hours)</u> COMM 148: Interpersonal Communication COMM 240: Critical Listening COMM 245: Argumentation & Debate COMM 263: Fundamentals of Communication & Culture COMM 343: Speech Analysis/Writing COMM 345: Advanced Public Speaking COMM 346: Persuasion COMM 349: Group Decision Making COMM 363: Interracial Communication COMM 443: Persuasion in Contemporary Society COMM 460: Organizational Interviewing COMM 461: Organizational Communication COMM 463: Intercultural Communication COMM 474: Gender Communication COMM 489: Cooperative Education in Communication COMM 494: Capstone in Communication COMM 495: Independent Study in Communication</p>	<p>The minor in Communication Studies (reference number 480) requires a minimum of 24 semester hours. At least 12 hours must be taken in courses numbered 300 or above.</p> <p><u>Curriculum Requirements:</u> All courses within the minor completed with a grade of “C” or higher.</p> <p>I. Communication Core Courses (15 hours) COMM 200: Communication Foundations COMM 345: Advanced Public Speaking COMM 348: Interpersonal Communication COMM 362: Organizational Communication COMM 463: Intercultural Communication</p> <p><u>II. Electives (9 hours)</u> At least <i>one course from each</i> of the following areas; 6 hours at the 300-400 level.</p> <p>Organizational Communication: COMM 349: Small Group Communication COMM 330: Leadership Communication COMM 462: Advanced Organizational Communication</p> <p>Interpersonal Communication: COMM 240: Critical Listening COMM 374: Gender Communication COMM 448: Advanced Interpersonal Communication COMM 450: Family Communication</p> <p>Public Communication: COMM 245: Argumentation & Debate COMM 247: Voice and Diction COMM 343: Speech Analysis/Writing COMM 346: Persuasion COMM 388: Political Communication</p> <p><i>*Students may opt to substitute COMM 300: Introduction to Communication Research Methods in fulfillment of a Communication Elective.</i></p>

4. Rationale for the proposed program change:

The Communication Studies minor is being revised to better reflect the discipline and to provide students a more well rounded experience and understanding of communication. The “core courses” students are required to take as part of the minor ensure that students will begin their experience in the minor with a foundational course (COMM 200) that other courses will build on. Students can take a research methods course that will better prepare them for the newly created advanced upper division courses, and will allow them to develop valuable skills that they will use in the workplace upon graduation. The core courses also require students to take one course in each of the core areas of the Communication discipline represented within the department (Organizational, Interpersonal, Public, and Intercultural Communication), better preparing our students to pursue their professional and personal goals. The new upper division courses create the need for pre-requisite courses; courses that will enable students to come into upper division courses with foundational knowledge in place.

The revised elective system requires students to take one course from each of three areas which are cornerstones in the discipline. In the current Communication Studies minor, students select from fewer options; the revised curriculum allows students greater flexibility in choosing electives. In the existing curriculum, students could take classes from the same area (i.e., both electives a student could take could be Public Communication courses, thus the student is not exposed to any of the other areas pertinent to the Communication discipline). Students are also required to take one additional course than in the existing minor, which broadens their experience within the minor. In the existing curriculum, the focus was on Public Communication; the addition of new courses in Organizational and Interpersonal Communication make the Communication Studies minor much more reflective of the Communication discipline and in-line with the undergraduate minors offered at other universities. The revised elective system will better satisfy the needs of our students.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010

6. Dates of prior committee approvals:

Communication Department:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009
University Senate	_____

Attachment: Program Inventory Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Revise a Program
(Action Item)**

Contact Person: Daniel Modaff, Daniel.modaff@wku.edu, 745-3296

1. Identification of program:

- 1.1 Current program reference number: 522
- 1.2 Current program title: Corporate and Organizational Communication
- 1.3 Credit hours: 54

2. Identification of the proposed program changes:

The revised program includes the deletion of COMM 148, COMM 247, COMM 263, COMM 343, COMM 461 (now 362), CIS 141, ECON 202, 203 & 206, and JOUR 355 as required courses, replacing these courses with a set of core courses required for both Communication majors (Communication Studies and Corporate and Organizational Communication). The proposed core courses include COMM 200, COMM 300, COMM 345 (already a required course), COMM 348, COMM 362, COMM 463, and COMM 494 (already a required course). A set of Organizational Communication Core Courses has also been added to the major, which includes COMM 462 and COMM 489 (revised internship). COMM 489 will be repeatable once for credit (only 3 hours will count for credit toward major). The changes also include a reorganized set of electives. Students will take 2 courses from both the "Communication" and "Outside" electives categories. The Communication Electives set includes the addition of COMM 247, COMM 330, COMM 343, COMM 374, COMM 400, COMM 440, COMM 451, COMM 470, and COMM 495. The proposal calls for a revised name for an existing course, COMM 349 from Group Decision Making becomes Small Group Communication. The proposal calls for the deletion of COMM 463 and COMM 488 as electives for this major. The Outside Electives set includes the addition of MGT 333, MKT 325, ECON 202 or 203 (previously required courses for admission), ECON 206 (previously a required course), JOUR 355 (previously a required course), LEAD 330, PS 440, and PS 441. The proposal calls for the deletion of JOUR 343, GOVT 441, MGT 473, LME 445, BCOM 265, and BCOM 266 as Outside Electives. In addition, the capstone course (COMM 494) will become a portfolio-based course worth 1 credit rather than 3 credits. The proposal also calls for increasing the major from 54 to 55 credits.

Students can take no more than 15 hours in the Department of Communication before being admitted to the major. MATH 116, currently an admissions requirement, must now be completed with a grade of "C" or higher. Additionally, all courses within the major must also be completed with a grade of "C" or higher. Finally, COMM 200 will be a pre-requisite for COMM 300: Introduction to Communication Research Methods and all 400-level courses. COMM 300 will be a co-requisite or pre-requisite for all 400-level courses or 400-level courses can be taken with instructor permission. Additionally, COMM 145

or161 will serve as a pre-requisite for COMM 200, COMM 343, and COMM 345.
 COMM 362 will be a pre-requisite for COMM 462. COMM 362 and junior standing will be a pre-requisite for COMM 489.

3. Detailed program description:

Current Program	Proposed Program
<p>The major in Corporate and Organizational Communication (reference number 522) requires a minimum of 54 semester hours and leads to the Bachelor of Arts degree.</p> <p><u>General Education Requirement:</u></p> <ul style="list-style-type: none"> -Minimum GPA of 2.3 - One half of the hours must be at the 300-400 level. -COMM 145 or COMM 161 and ENG 100 with a grade of “C” or better. -CIS 141: Basic Computer Literacy(general Elective) -MATH 116 (Category D) - ECON 202: Principles of Microeconomics OR ECON 203: Principles of Macroeconomics (Category C) -COMM 263: Fundamentals of Communication and Culture (Category E) <p><u>I. Required Courses (42 hours)</u></p> <p>COMM 148: Interpersonal Communication COMM 247: Voice and Diction COMM 343: Speech Analysis/Writing COMM 345: Advanced Public Speaking COMM 349: Group Decision Making COMM 461: Organizational Communication COMM 489: Cooperative Education in Communication COMM 494: Capstone in Communication ACCT 200: Financial Accounting ECON 206: Statistics ENG 306: Business Writing JOUR 355: Fundamentals of Public Relations MGT 311: Human Resource Management MKT 220: Basic Marketing Concepts</p> <p><u>II. One of the following: (3 hours)</u></p> <p>COMM 341: Theories of Communication COMM 346: Persuasion</p> <p><u>III. Three additional electives: (9 hours)</u></p> <p>COMM 240: Critical Listening COMM 460: Organizational Interviewing COMM 463: Intercultural Communication</p>	<p>The major in Corporate and Organizational Communication major (reference number 522) requires a minimum of 55 semester hours and leads to the Bachelor of Arts degree.</p> <p><u>Admissions Requirements:</u></p> <ul style="list-style-type: none"> -Minimum GPA of 2.3 - Completion of the following courses with a grade of “C” or better: <ul style="list-style-type: none"> -COMM 145 or COMM 161 - ENG 100 -Math 116 <p><i>Note: Students can take no more than 15 hours in the Department of Communication before being admitted to the major.</i></p> <p><u>Curriculum Requirements:</u></p> <p>All courses within the major completed with a grade of “C” or higher. One half of the hours must be at the 300-400 level.</p> <p><u>I. Communication Core Courses (19 hours)</u></p> <p>COMM 200: Communication Foundations COMM 300: Introduction to Communication Research Methods COMM 345: Advanced Public Speaking COMM 348: Interpersonal Communication COMM 362: Organizational Communication COMM 463: Intercultural Communication COMM 494: Capstone in Communication (1 hr portfolio)</p> <p><u>II. ORGANIZATIONAL COMMUNICATION CORE COURSES (12 credit hours):</u></p> <p>COMM 346: Persuasion COMM 349: Small Group Communication COMM 462: Advanced Organizational Communication COMM 489: Internship in Communication (repeatable once for credit; only 3 hours will count for credit toward major).</p>

<p> COMM 488: Political Communication JOUR 202: Basic Reporting JOUR 343: Print Design, Production and Typography GOVT 441: Public Personnel Admin ACCT 201: Managerial Accounting MGT 200: Legal Environment of Business MGT 473: Training in Business and Industry LME 445: Introduction to Educational Technology ECON 202: Principles of Microeconomics OR ECON 203: Principles of Macroeconomics PSY 370: Industrial Psychology PSY 371: Sales Behavior BCOM 265: Basic Broadcast News BCOM 266: Basic Television Production BCOM 325: Survey of Writing for Television & Radio BCOM 385: Broadcast Commercial Sales </p>	<p> <u>III. OUTSIDE COURSES (12 credit hours):</u> ACCT 200: Financial Accounting MKT 220: Basic Marketing Concepts ENG 306: Business Writing MGT 311: Human Resource Management </p> <p> <u>IV. COMMUNICATION ELECTIVES: (6 credit hours; only 3 hours may be at the 200 level):</u> COMM 240: Critical Listening COMM 247: Voice and Diction COMM 343: Speech Analysis/Writing COMM 330: Leadership Communication COMM 374: Gender Communication COMM 440: Health Communication COMM 451: Computer Mediated Communication COMM 460: Organizational Interviewing COMM 470: Organizational Relationships </p> <p> <i>*With advisor approval, students may opt to substitute one of the following courses in fulfillment of a Communication Elective:</i> COMM 400: Special Topics COMM 495: Independent Study </p> <p> <u>V. OUTSIDE ELECTIVES: (6 credit hours)</u> MGT 200: Legal Environment of Business MGT 333: Management of Non-Profit Organizations MKT 325: Personal Selling ACCT 201: Managerial Accounting ECON 202: Principles of Microeconomics OR ECON 203: Principles of Macroeconomics ECON 206: Statistics BCOM 325: Survey of Writing for Television & Radio BCOM 385: Broadcast Commercial Sales JOUR 202: Introduction to Media Writing JOUR 341: Principles of Advertising JOUR 355: Fundamentals of Public Relations LEAD 330: Leadership and Ethics PSY 370: Industrial Psychology PSY 371: Sales Behavior PS 440: Elements of Public Administration PS 441: Public Personnel Administration </p>
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4. Rationale for the proposed program change:

The Corporate and Organizational Communication major is being revised to reflect breadth of the discipline and to provide students a more well rounded experience, better preparing them for membership and leadership in work and volunteer organizations. The “core courses” students are required to take as part of the major ensure that students will begin their experience in the major with a foundational course (COMM 200) that other courses will build on. Students will take a research methods course (COMM 300) that will better prepare them for the newly created advanced upper division courses, and will

allow them to develop valuable skills that they will use in the workplace upon graduation. The core courses also require students to take one course in each of the core areas of the Communication discipline represented within the department (Organizational, Interpersonal, Public, and Intercultural Communication), better preparing our students to pursue their professional and personal goals. The new upper division courses create the need for pre-requisite courses; courses that will enable students to come into upper division courses with foundational knowledge in place. Additionally, the revised capstone course (COMM 494) will enable students to build towards this final course throughout their coursework developing a portfolio to represent their work.

Perhaps the most significant change to the Corporate and Organizational Communication major is the addition of “Organizational Communication Core Courses.” The revised curriculum places priority on adding more Organizational Communication offerings to this major; courses that will better satisfy the needs of our students. The field has grown significantly since the current major was approved, and the new courses will reflect the knowledge and practice that has emerged in recent years.

The revised elective system requires students to take two courses from both “Communication” and “Outside” elective categories. The existing curriculum lumped these elective courses together making it possible for students to take fewer Communication electives. In the revised curriculum, students must select two Communication electives which include a larger selection of Organizational Communication courses. The new Communication elective courses (Leadership Communication, Health Communication, and Organizational Relationships especially) provide students with the opportunity to be exposed to the breadth and depth of skills and theory that comprise the field while at the same time granting students greater flexibility in choosing electives. In terms of the outside electives, students still have a wide variety of options ranging from Management courses to Economics and Journalism. These outside electives prepare students with relevant coursework for their future organizations. The revised curriculum also includes required “Outside Courses,” which in conjunction with the Outside Electives give students specific skills necessary to their future careers and organizational memberships. The revised curriculum has also updated the outside courses in line with changes made since the Corporate and Organizational Communication major was last updated.

Is the change necessary to make the program consistent with programs at other institutions, such as benchmark schools? Yes, this major is consistent with Corporate and Organizational Communication majors at several institutions including the University of Cincinnati, Morehead State University, Northern Kentucky University, Murray State University etc.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010

6. Dates of prior committee approvals:

Communication Department:

May 1, 2009

Potter College Curriculum Committee

September 3, 2009

Undergraduate Curriculum Committee

September 24, 2009

University Senate

Attachment: Program Inventory Form

Proposal Date: September, 2009

**Potter College of Arts & Letters
Department of Communication
Proposal to Revise a Program
(Action Item)**

Contact Person: Daniel Modaff, Daniel.modaff@wku.edu, 745-3296

1. Identification of program:

- 1.1 Current program reference number: 792
- 1.2 Current program title: Communication Studies Major
- 1.3 Credit hours: 30

2. Identification of the proposed program changes:

The revised program includes the deletion of COMM 148, BCOM 201, COMM 247, COMM 263, and COMM 341 as required courses, replacing these courses with a set of core courses required for both Communication majors (Communication Studies and Corporate and Organizational Communication). The proposed core courses include COMM 200, COMM 300, COMM 345 (already a required course), COMM 348, COMM 362, COMM 463, and COMM 494 (already a required course). The changes also include a reorganized set of elective choices from which students will take one course in each respective area (Organizational, Interpersonal, and Public Communication as well as Communication in Specialized Contexts). This reorganized elective set includes the addition of COMM 330, COMM 374, COMM 400, COMM 440, COMM 448, COMM 450, COMM 451, and COMM 462. The proposal also calls for changing the name of COMM 349 from Group Decision Making to Small Group Communication and changing COMM 488: Seminar in Political Communication to COMM 388. COMM 489 will be renamed Internship in Communication. COMM 489 will be repeatable once for credit (only 3 hours will count for credit toward major). The major will no longer include the Forensics Practicums (COMM 142, 144, 242, 244, 442, 444), COMM 249, COMM 460 and COMM 461 (now 362) as electives. In addition, COMM 494 (Capstone) will become a portfolio-based course worth 1 credit rather than 3 credits. The proposal also calls for increasing the major from 30 to 34 credits.

Additionally, the proposal calls for a new admissions requirement, Math 109 or 116. Students can take no more than 15 hours in the Department of Communication before being admitted to the major. COMM 200 will be a pre-requisite for COMM 300: Introduction to Communication Research Methods and all 400-level courses. COMM 300 will be a co-requisite or pre-requisite for all 400-level courses or 400 level courses can be taken with instructor permission. Additionally, COMM 145 or 161 will serve as a pre-requisite for COMM 200, COMM 343, and COMM 345. COMM 348 will be a pre-requisite for COMM 448 and COMM 362 will be a pre-requisite for COMM 462.

3. Detailed program description:

Current Program	Proposed Program
<p>The major in Communication Studies (reference number 792) requires a minimum of 30 semester hours and leads to the Bachelor of Arts degree. A second major or minor is required.</p> <p><u>General Education Requirement:</u></p> <ul style="list-style-type: none"> -Minimum GPA of 2.3 -COMM 145 or COMM 161 and ENG 100 with a grade of “C” or better. -COMM 263: Fundamentals of Communication and Culture (Category E) <p><u>I. Required Courses (18 hours)</u></p> <p>COMM 148: Interpersonal Communication BCOM 201: Process and Effects of Mass Communication COMM 247: Voice and Diction COMM 341: Theories of Communication COMM 345: Advanced Public Speaking COMM 494: Capstone in Communication</p> <p><u>II. One of the following: (3 hours)</u></p> <p>COMM 349: Group Decision Making OR COMM 461: Organizational Communication</p> <p><u>III. One of the following: (3 hours)</u></p> <p>COMM 240: Critical Listening OR COMM 343: Speech Analysis/Writing</p> <p><u>IV. Two additional electives: (6 hours)</u></p> <p>COMM 245: Argumentation & Debate COMM 249: Oral Interpretation of Literature COMM 346: Persuasion COMM 460: Organizational Interviewing COMM 463: Intercultural Communication COMM 488: Political Communication COMM 489: Cooperative Education in Communication COMM 495: Independent Study in Communication COMM 142-444 Forensics Practicum (up to 3 hrs)</p>	<p>The major in Communication Studies (reference number 792) requires a minimum of 34 hours and leads to a Bachelor of Arts degree. A minor or second major outside the department is required.</p> <p><u>Admissions Requirements:</u></p> <ul style="list-style-type: none"> -Minimum GPA of 2.3 -Completion of the following courses with a grade of “C” or better: <ul style="list-style-type: none"> -COMM 145 or COMM 161 - ENG 100 -Math 109 or 116 <p><i>Note: Students can take no more than 15 hours in the Department of Communication before being admitted to the major.</i></p> <p><u>Curriculum Requirements:</u></p> <p>All courses within the major completed with a grade of “C” or higher.</p> <p><u>I. Communication Core Courses (19 hours)</u></p> <p>COMM 200: Communication Foundations COMM 300: Introduction to Communication Research Methods* COMM 345: Advanced Public Speaking COMM 348: Interpersonal Communication COMM 362: Organizational Communication COMM 463: Intercultural Communication COMM 494: Capstone in Communication (1 hr portfolio)</p> <p><i>*This course requirement may be waived if the student has a second major that requires an equivalent research methods course. Students would then take three additional hours from the elective list.</i></p> <p><u>II. Electives (15 hours)</u> At least one course from each of the following areas; 12 hours at the 300-400 level.</p> <p>Organizational Communication: COMM 349: Small Group Communication COMM 330: Leadership Communication COMM 462: Advanced Organizational Communication</p>

	<p>Interpersonal Communication: COMM 240: Critical Listening COMM 374: Gender Communication COMM 448: Advanced Interpersonal Communication COMM 450: Family Communication</p> <p>Communication in Specialized Contexts: COMM 440: Health Communication COMM 451: Computer Mediated Communication COMM 388: Political Communication</p> <p>Public Communication: COMM 245: Argumentation & Debate COMM 247: Voice and Diction COMM 343: Speech Analysis/Writing COMM 346: Persuasion</p> <p>With departmental approval, students may opt to substitute one of the following courses in fulfillment of a Communication Studies Elective: COMM 400: Special Topics in Communication COMM 489: Internship in Communication (repeatable once for credit; only 3 hours will count for credit toward major). COMM 495: Independent Study in Communication</p>
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4. **Rationale for the proposed program change:**

The Communication Studies major is being revised to better reflect the discipline and to provide students a more well-rounded experience and understanding of communication. The “core courses” students are required to take as part of the major ensure that students will begin their experience in the major with a foundational course (COMM 200) that other courses will build on. Students will take a research methods course (COMM 300) that will better prepare them for the newly created advanced upper division courses, and will allow them to develop valuable skills that they will use in the workplace upon graduation. The core courses also require students to take one course in each of the core areas of the Communication discipline represented within the department (Organizational, Interpersonal, Public, and Intercultural Communication), better preparing our students to pursue their professional and personal goals. The new upper division courses create the need for pre-requisite courses - courses that will enable students to come into upper division courses with foundational knowledge in place. Additionally, the revised capstone course (COMM 494) will enable students to build towards this final course throughout their coursework developing a portfolio to represent their work.

The revised elective system requires students to take one course from each of four areas that are cornerstones in the discipline. In the current Communication Studies major, students select from fewer options; the revised curriculum allows students greater flexibility in choosing electives. In the existing curriculum, students could take classes

from the same area (i.e., both electives a student could take could be Public Communication courses, thus the student is not exposed to any of the other areas pertinent to the Communication discipline). Students are also required to take two more elective courses than in the current curriculum which broadens their experience within the major. In the existing curriculum, the overwhelming focus was on Public Communication; the addition of new courses in Organizational and Interpersonal Communication as well as the specialized contexts category make the Communication Studies major much more reflective of the Communication discipline and much more in-line with the undergraduate majors offered at other universities. The revised elective system will better satisfy the needs of our students.

Is the change necessary to make the program consistent with programs at other institutions, such as benchmark schools? Yes, this major is consistent with Communication Studies majors at several institutions including the University of Nebraska-Lincoln, Minnesota State University (Mankato), Ohio University, University of New Mexico, University of Kentucky, Purdue, Morehead State University, Northern Kentucky University, Murray State University, University of Rhode Island, Portland State University etc.

5. Proposed term for implementation and special provisions (if applicable): Fall 2010

6. Dates of prior committee approvals:

Communication Department:	May 1, 2009
Potter College Curriculum Committee	September 3, 2009
Undergraduate Curriculum Committee	September 24, 2009

University Senate

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